



Ex ubais universitates albertaeasis



SRA

SCIENCE RESEARCH ASSOCIATES (CANADA) LIMITED

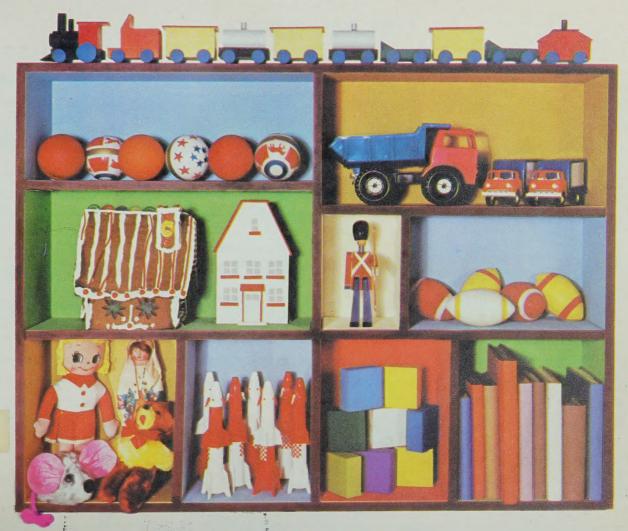
Toronto, Chicago, Palo Alto Henley-on-Thames, Sydney, Paris

©1974, Science Research Associates, Inc.

Printed in Canada

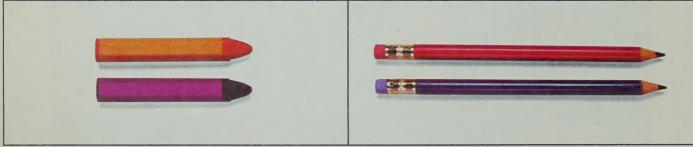


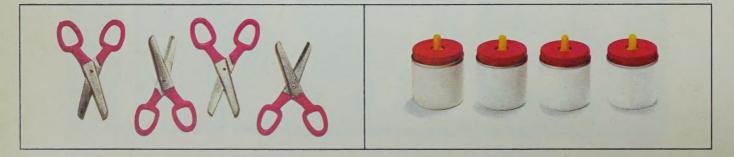
name



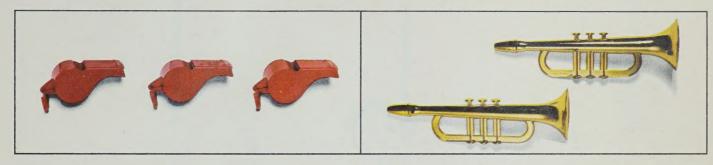
Draw lines to match.

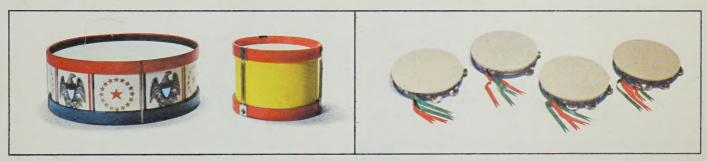


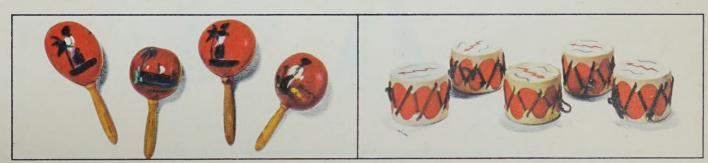




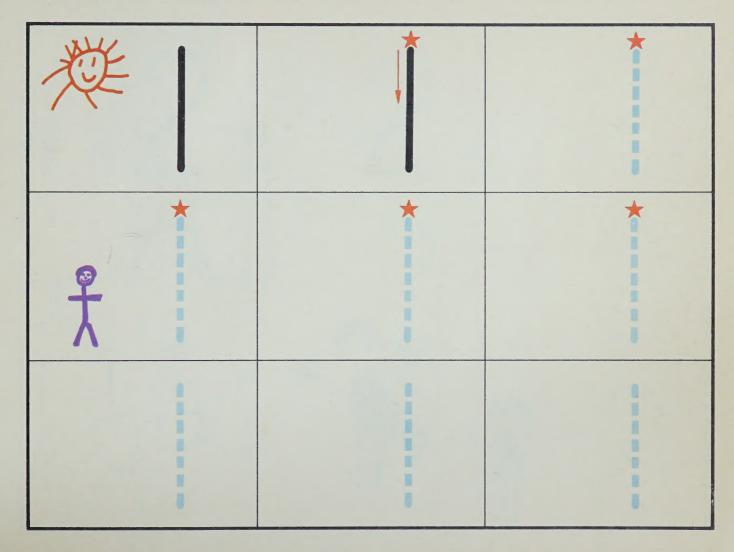
Draw lines to match.



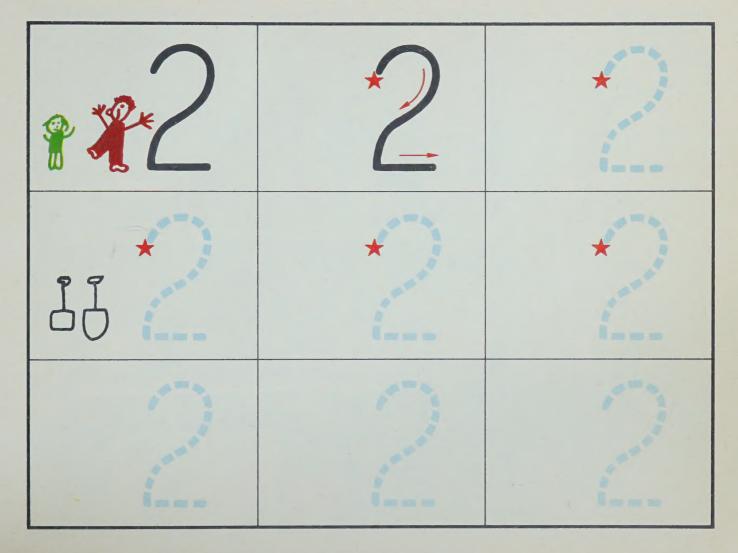










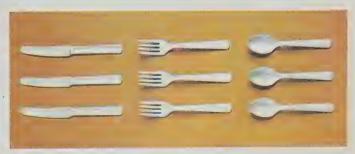


Ring sets of 2.



Draw lines to match.









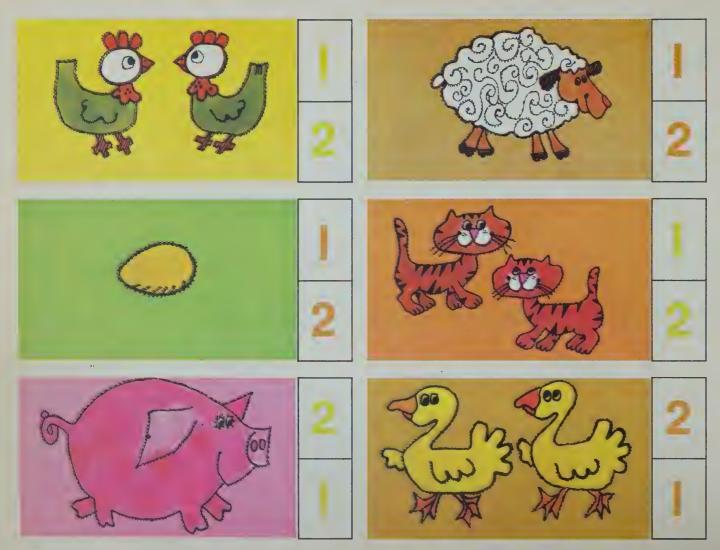
Draw the same number.



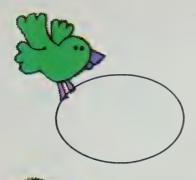
Ring the one with the most.

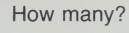


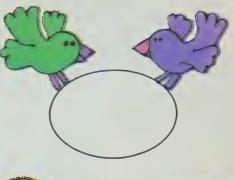
Ring how many.

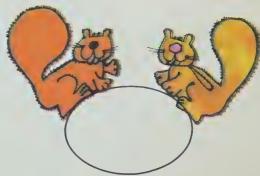


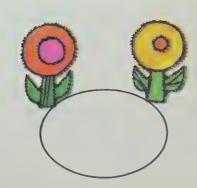
name

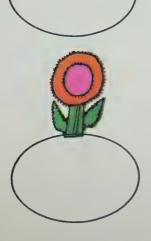






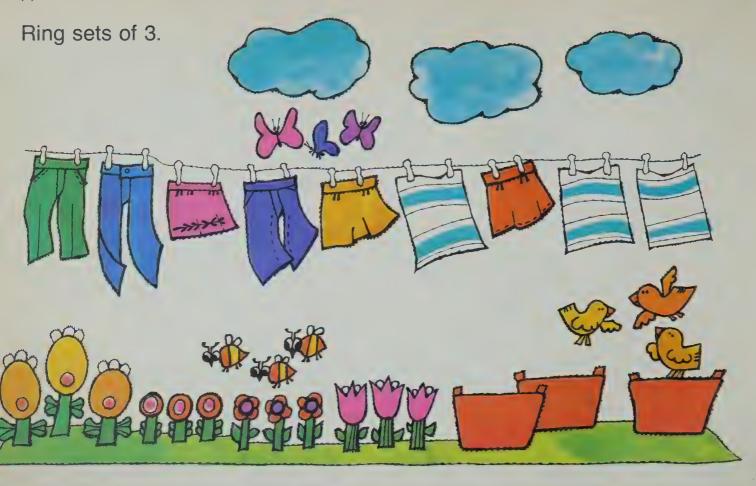












Draw 3.

Draw lines to match.

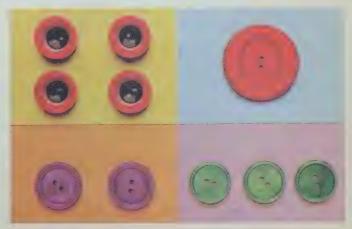




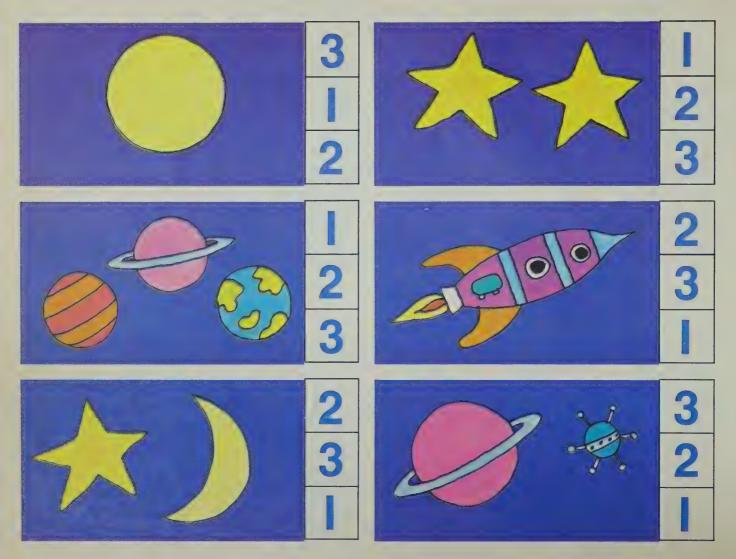
Draw the same number.



Ring the one with the most.

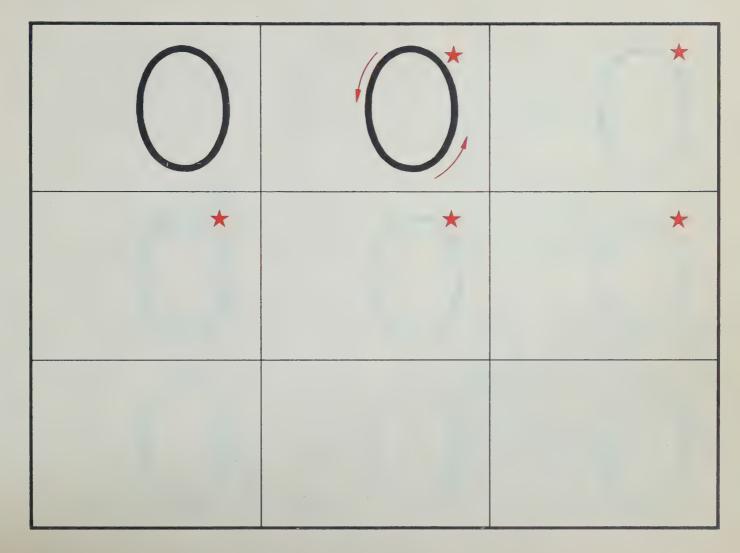


Ring how many.

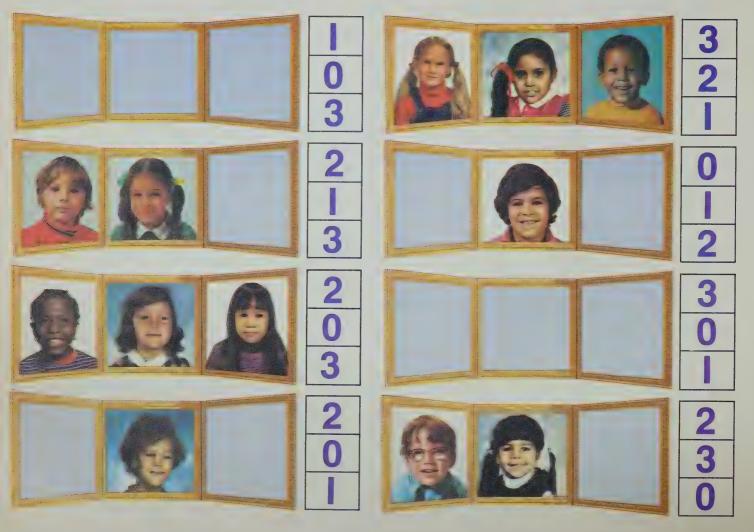


name How many?

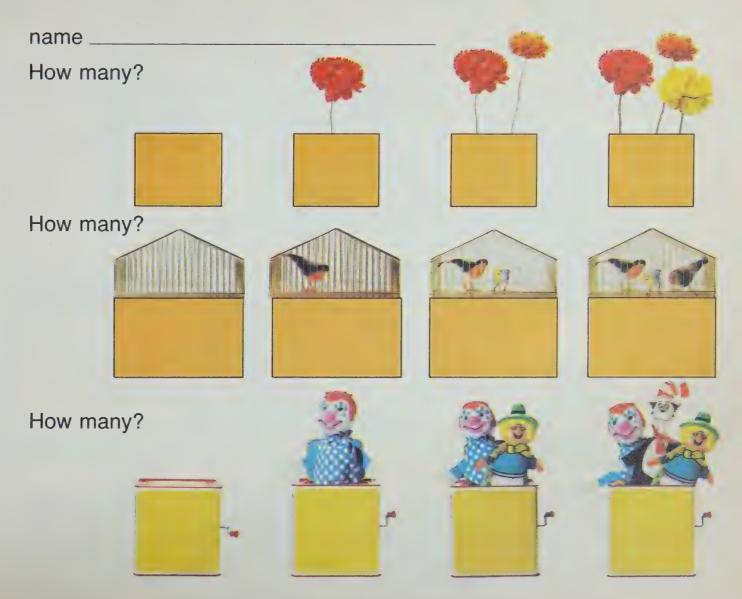


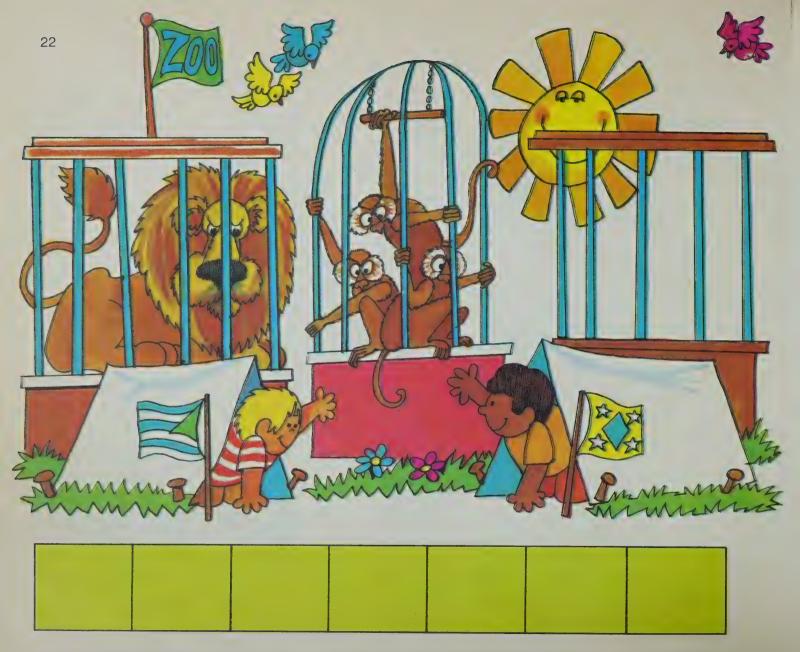


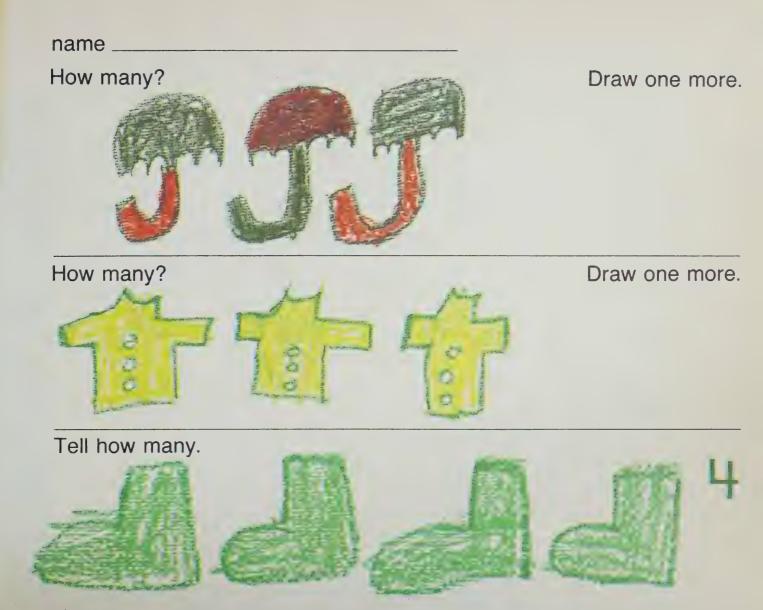
Ring how many.



PURPOSE: Finding the number-marking the numeral.

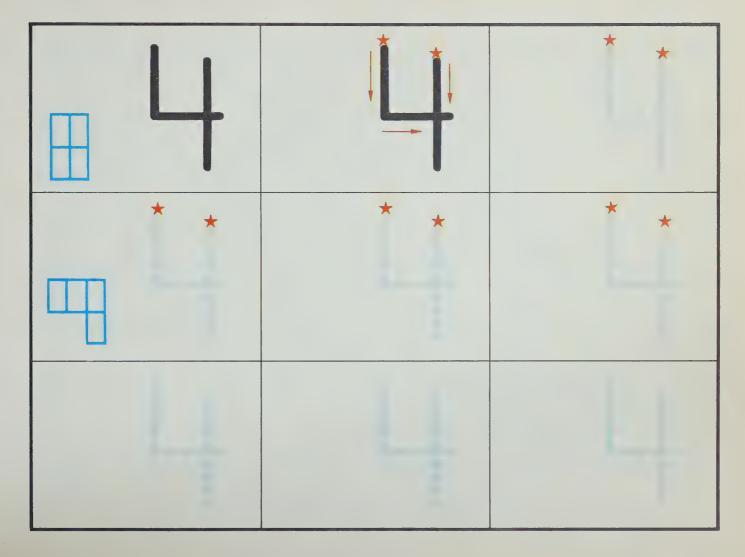




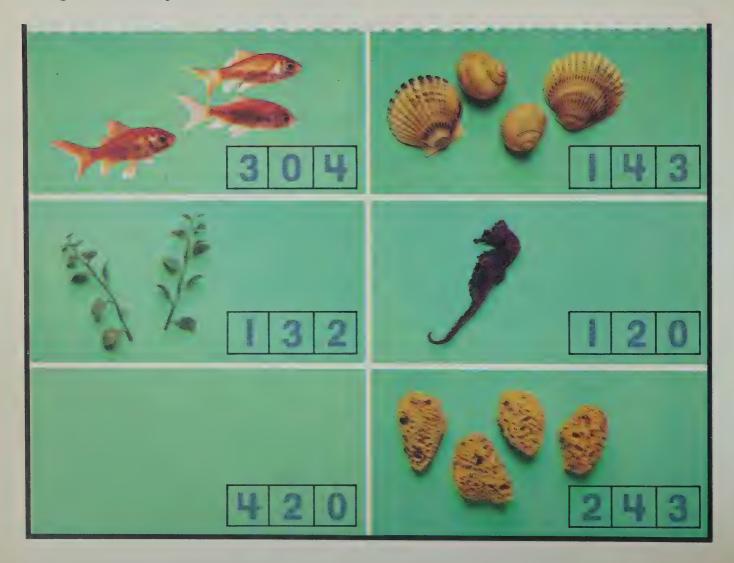


Color sets of 4.

Use a different color for each set.

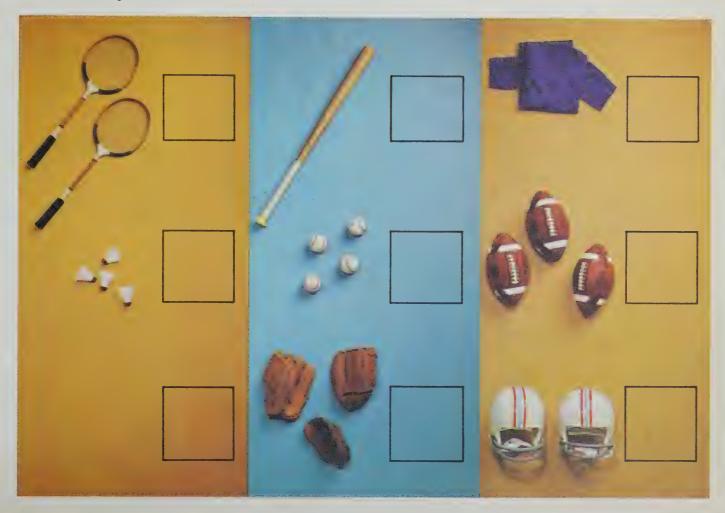


Ring how many.



PURPOSE: Finding the number-marking the numeral.

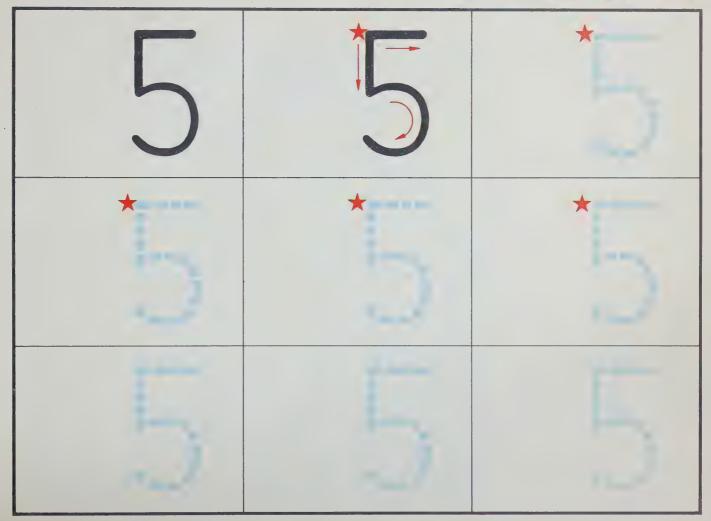
How many?

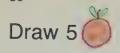


Trace your hand.

PURPOSE: Introduction to four-and-one-more, five







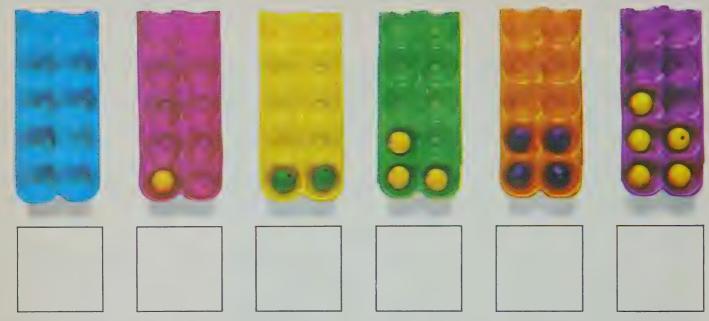




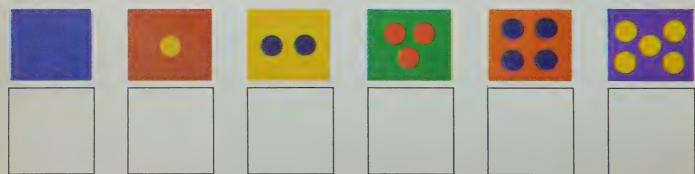
Ring how many.

2	3	4
2	3	4
0		2
3	4	5
3	4	5
0		2

How many?

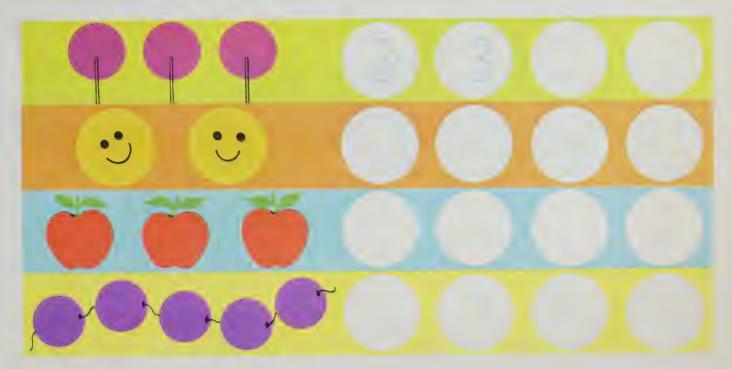


How many?



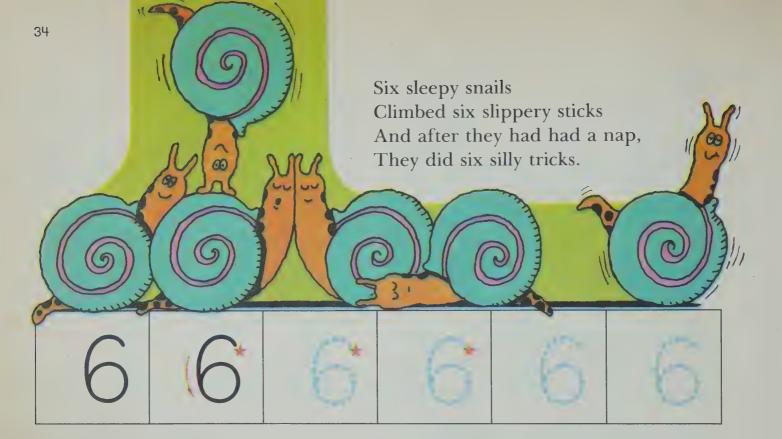
How many?

Practise writing here.



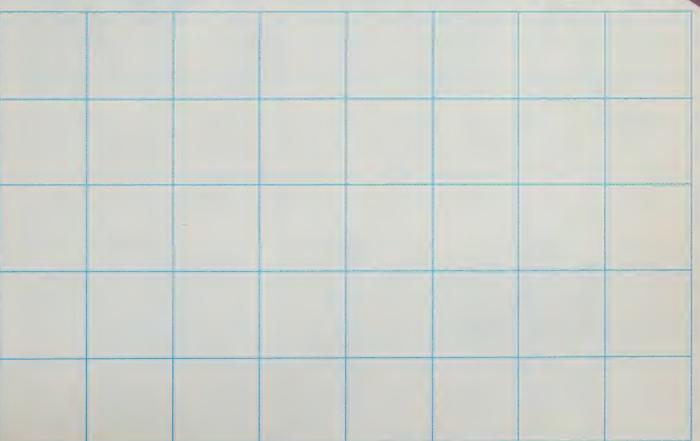
What is missing?





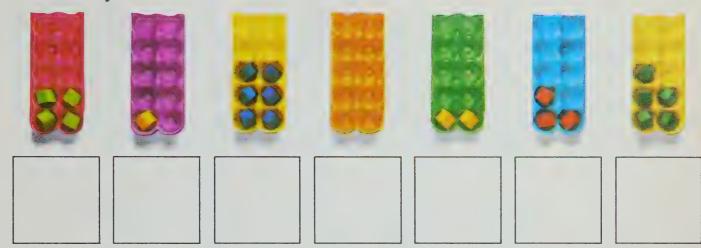
Draw 6 bugs.

Color sets of 6.
Use a different color for each set.





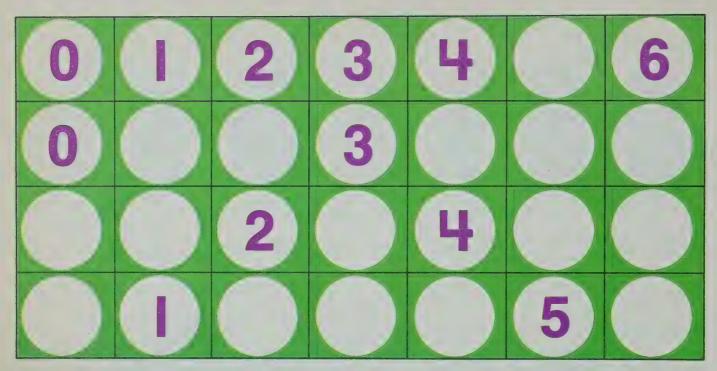
How many?



How many?



Write what's missing.



C

CC

CC

Ring sets of 6.

aa bbb

d
d
eeeeeee
d
d
d
ff

gg

gg

PURPOSE: Writing numerals and recognizing sets of six.



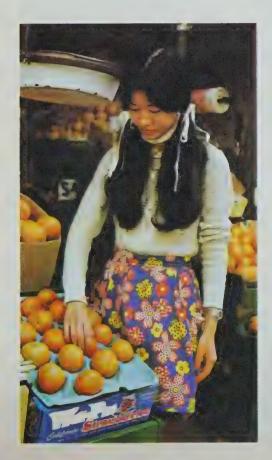
Use a \checkmark to show the first. Use an X to show the last.



PURPOSE: More on first and last.

name

Use a ✓ to show which has more.





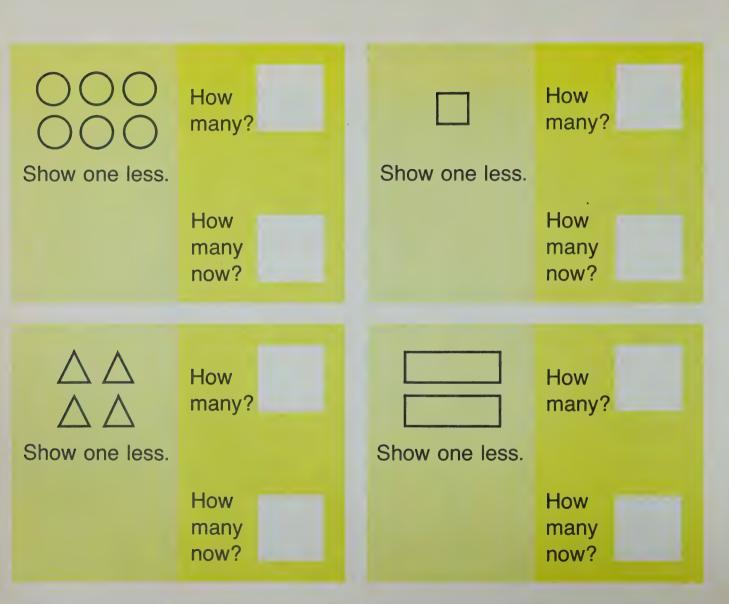
Use
// to show which has less.



How many?

Draw one How many more. now?





Use

to show which has the most.

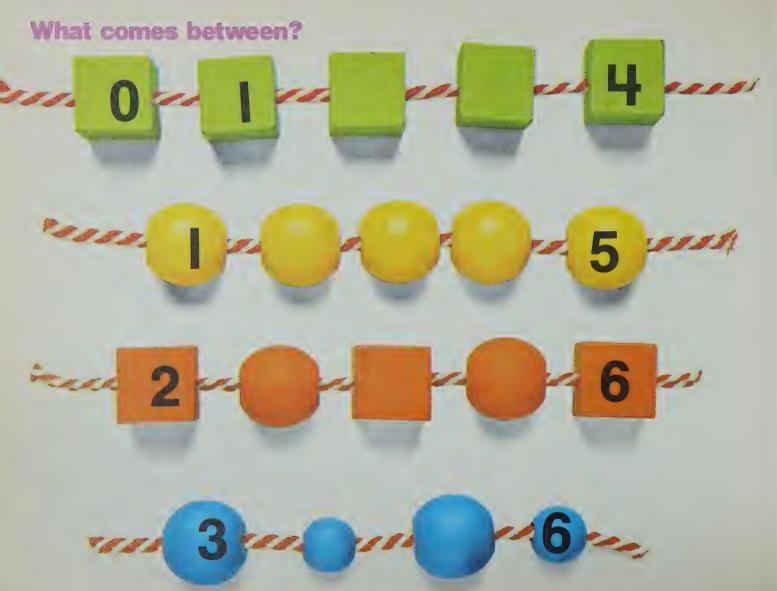


Use v to show which has the least.



What comes between? Draw the set. Write the numerals.

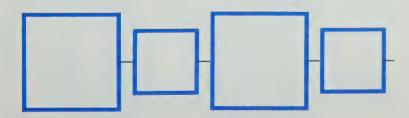




Make the next two.

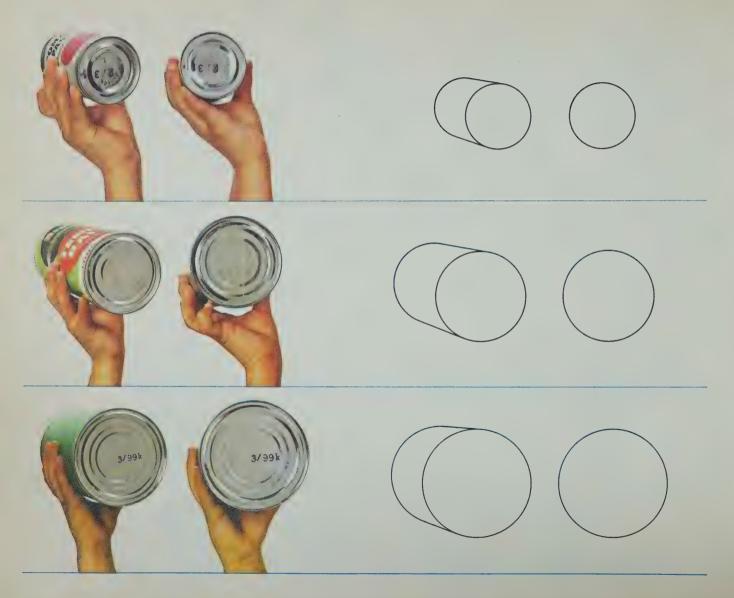


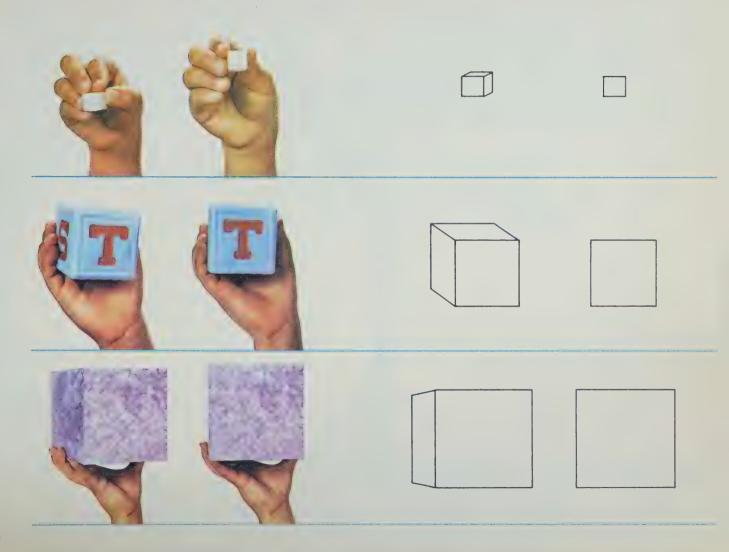
000



How many?

Go back. Number the beads.

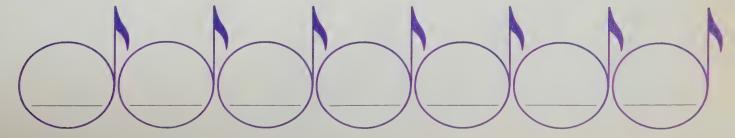




What is like this? What is like this?

Seven leaping leopards
Dressed in spotted suits
Played the seventh symphony
On seven shiny flutes.

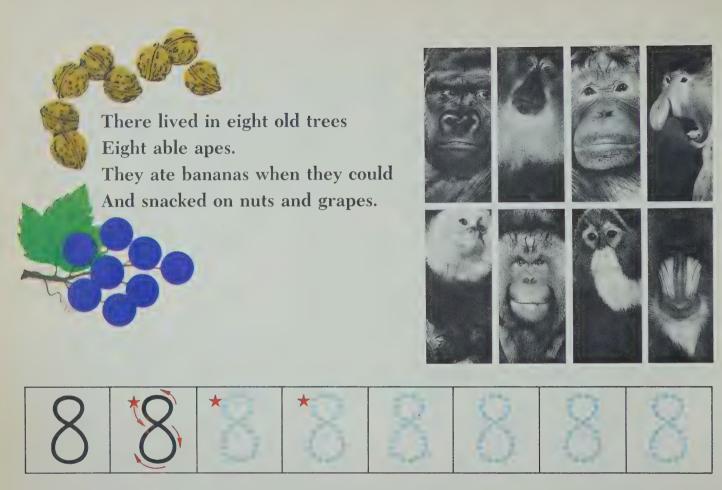
Draw 7 numerals.



Ring how many.



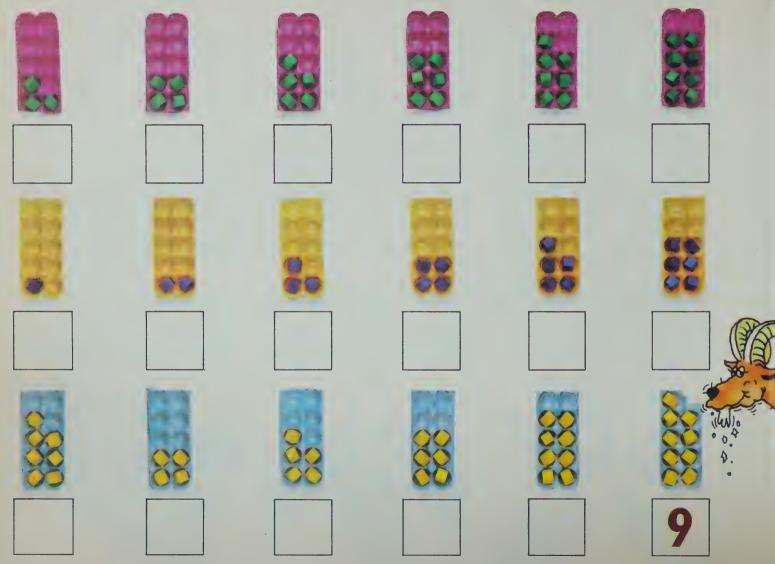
name How many? Practise writing here.



Draw 8 numerals.

name Ring how many. 974, SRA PURPOSE Finding the number - marking the numeral.

How many?



PURPOSE: Review of numbers.

name Nine nimble lions Bought nine trampolines, And after they had exercised They ate nine cans of beans.

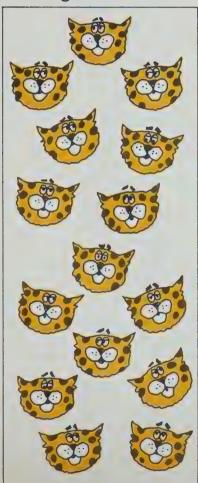
Draw 9 numerals.

low many.

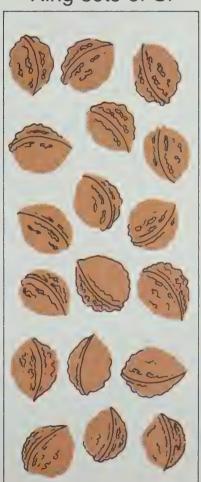


name ___

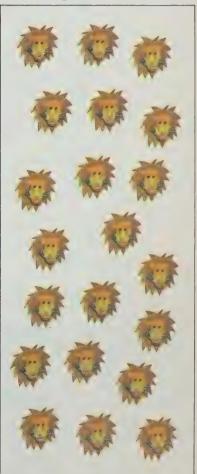
Ring sets of 7.



Ring sets of 8.

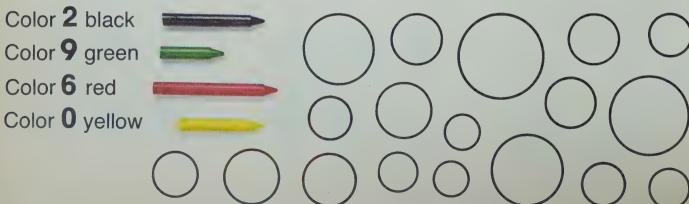


Ring sets of 9.

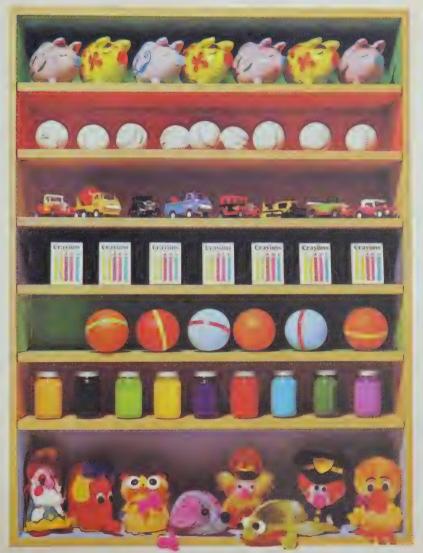


Write what comes next.

0		2		
3	4			
2	3			,
L				?



name



How	many	W W
-----	------	-----

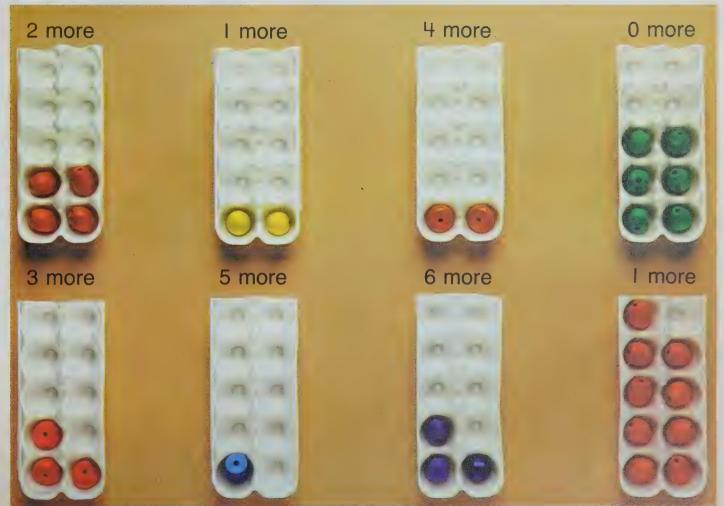


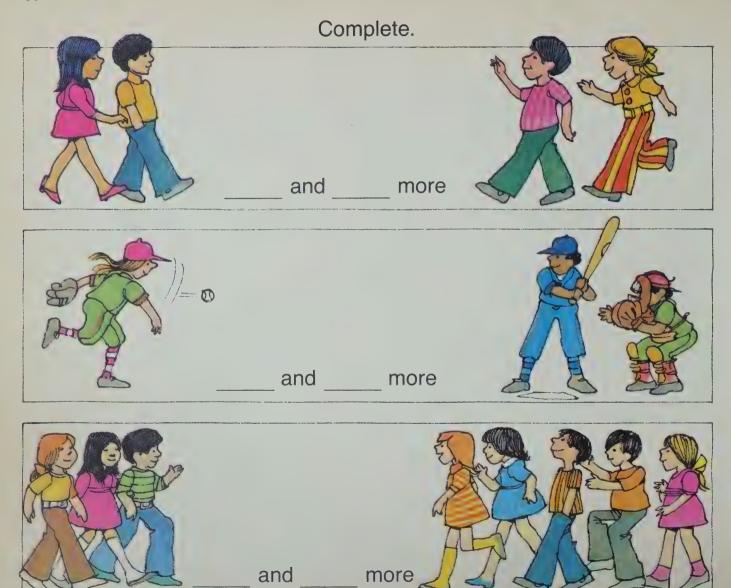
How many **9** s can you find?



How many **5**s can you find?

Show more.





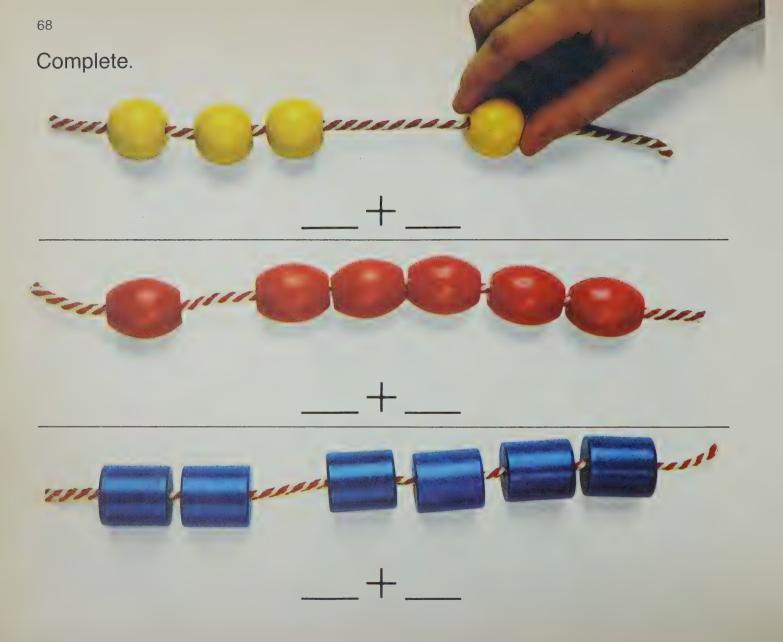
Complete.



and more

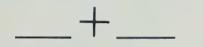
and more

and more



Complete.

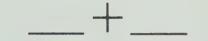












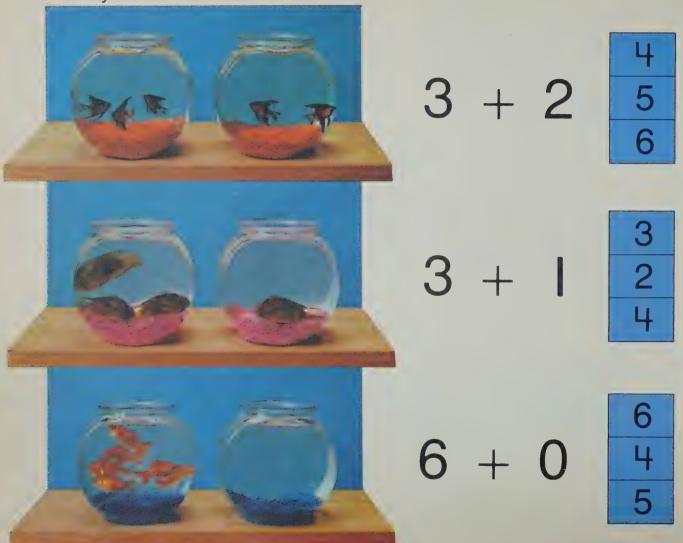








How many in all?



PURPOSE: Readiness for addition sentences.

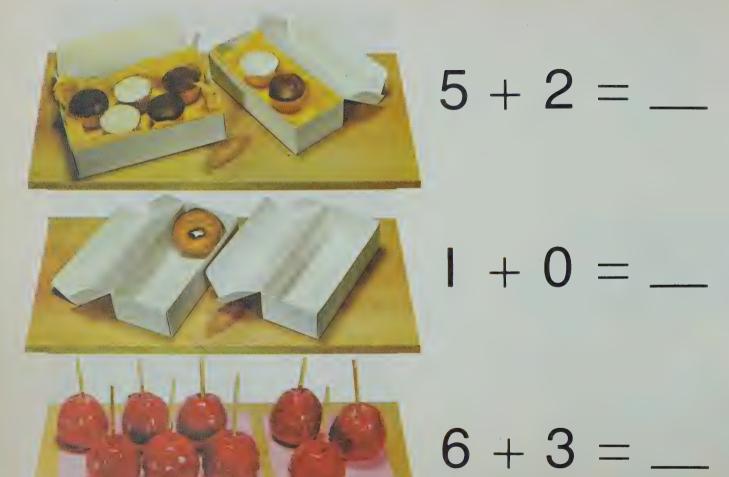
How many in all?

2 + 1 is ___





How many in all?

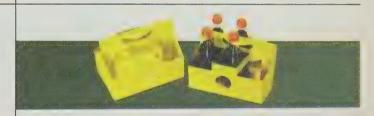


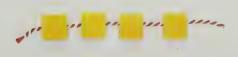
Fill in the blanks.













1	_	
•		



How many in all? _____

$$1 + 4 =$$



How many in all?





How many in all? _____



How many in all? _____









$$7 + 0 = _{---}$$

Finish Each Story





big go up.

small goes up.

How many tents went up?

A pond has 0It has 3How many fish in all?









$$6 + 3 = _{---}$$

Fill in the blanks.



How many in all? _____

How many in all?





How many in all? _____

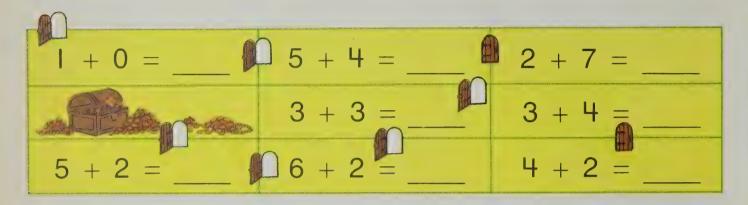
How many in all?____



$$6 + 0 =$$

$$6 + 1 = _{--}$$

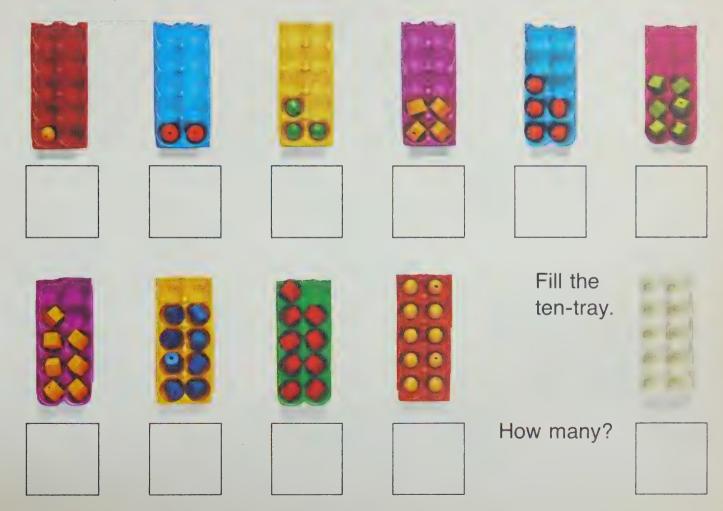
Find your way to the treasure. Go through the open doors. Close each door behind you. Imitgettest

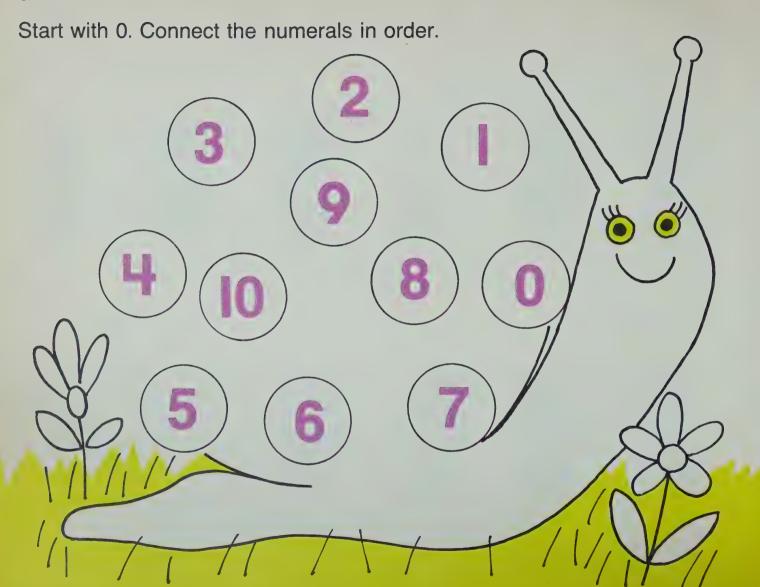


Here's another treasure. Find your way.

PURPOSE: Addition practice.

How many in each ten-tray?





Complete the picture. Then write the numerals in order.



Fill in the blanks.

How many? _____

Add I

How many now? ____

How many?



How many? _____
Add 9
How many now? ____



How many? ____ Add 2 How many now? ____



How many? _____
Add 8
How many now? ____



How many? _____Add 3
How many now? _____



How many? _____Add 7
How many now? ____



name

Fill in the blanks.

How many?

Add 4

How many now?



How many?

Add 6

How many now?



How many?

Add 5

How many now?



How many?

Add 3

How many now? ___



How many?

Add

10

How many now? ____



How many?

Add

How many now? ____





PURPOSE: Finding sets of ten.

name



1 dime = 10 pennies

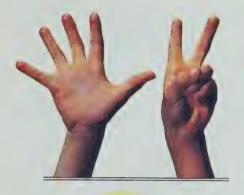
How many more pennies to equal one dime?



Make sets of ten.



How many in all?







Add



ADD

ADD

$$10 + 0 =$$



Color each box with 10 green.

5 + 5 =	4 + 4 =	I + 9 =
6 + 3 =	8 + 2 =	5 + 4 =
7 + 3 =	5 + 3 =	9 + 1 =
2 + 7 =	2 + 4 =	2 + 6 =
5 + 2 =	8 + 0 =	3 + 4 =
4 + 6 =	4 + 5 =	3 + 7 =
7 + 2 =	2 + 8 =	I + 8 =
10 + 0 =	3 + 3 =	6 + 4 =

Finish each story.

You had 5 You got 3 more. How many in all?

I had 5
I got 5 more.
How many in all?

I had 4. You had 3. How many in all?

We had 7.
We got 2 more.
How many in all?

You had 6 You got 4 more.
How many in all?

I had 7 I got 3 more.
How many in all?

She had 4. He had 5. How many in all?

She had 9.
I had 0.
How many in all?



One more than 10 is 11.



Mark the sets of 11.







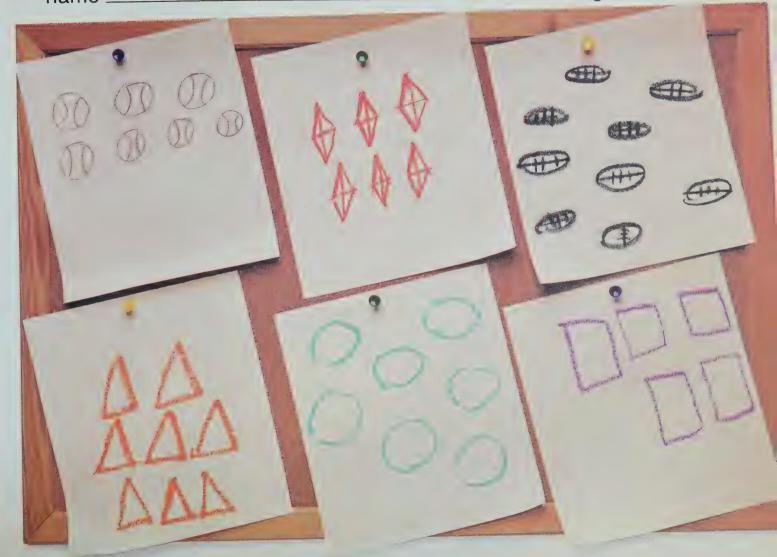






PURPOSE: Finding sets of eleven.

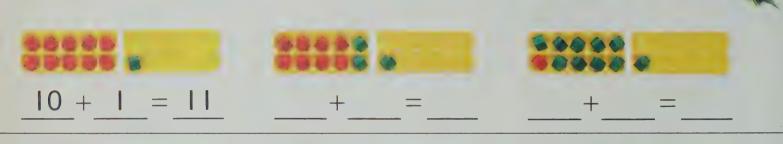
Draw enough to make II.

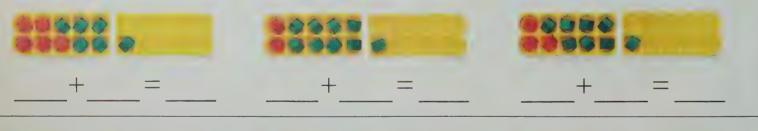


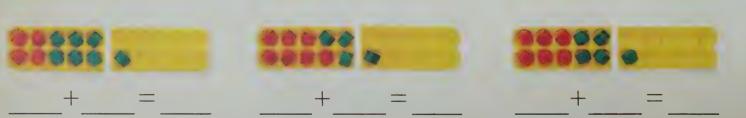
© 1974, SRA

PURPOSE: Making sets of eleven.

Fill in the blanks.
How many ?
How many ?
How many in all?







name



$$6 + 5 =$$

One more than 10 is 11.

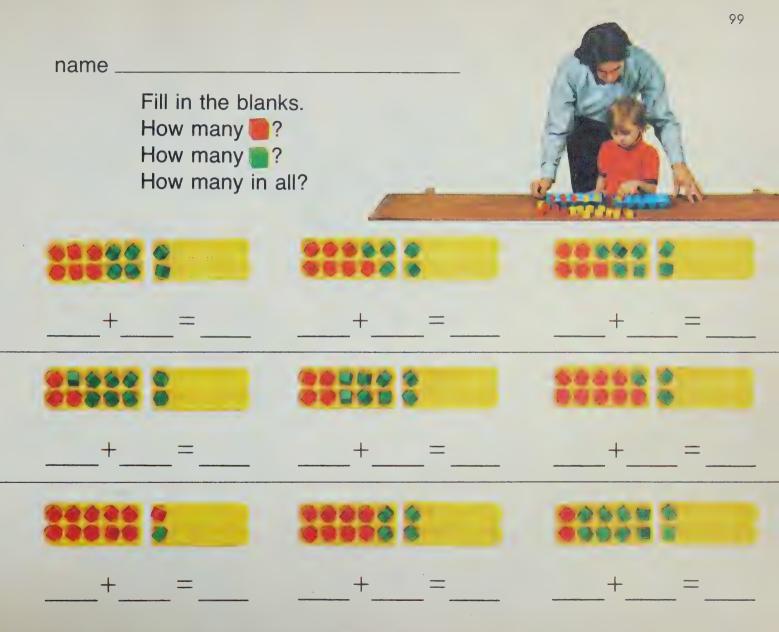
One more than [1 is [2].



Make sets of 12.



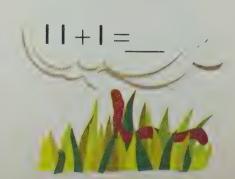
PURPOSE: Making sets of twelve.



One more than I is 2.



Fill in the blanks.



One more than 12 is 13.

13 boys in a witch's tree ... 12 got caught and the other went free.



Use counters for these.

$$12 + 1 = 13$$

$$11 + 2 = 13$$

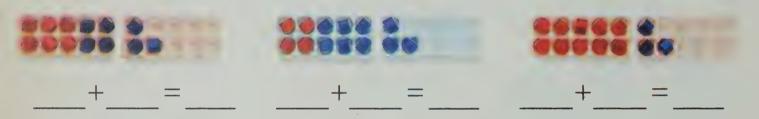
$$10 + 3 = 13$$

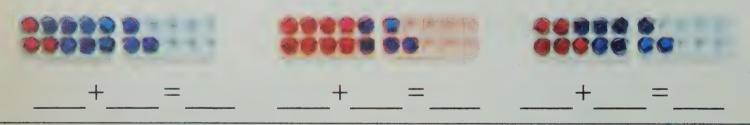
$$9 + 4 = 13$$

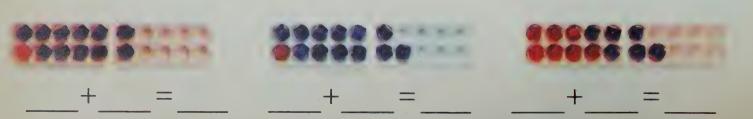
$$6 + 7 =$$

PURPOSE Introduction to thirteen.

Fill in the blanks. How many ? How many ? How many in all?

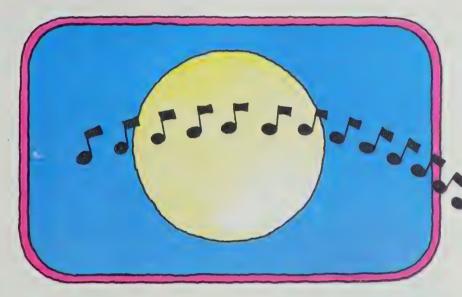






name

One more than 3 is 14.



14 wolves Howling at the moon. 13 sounded good, But I was out of tune.

Use counters for these.

$$13 + 1 = 14$$

$$2 = 14$$

$$9 + 5$$

$$12 + 2 = 14$$

$$9 + 5 =$$

$$6 + 8 =$$

$$11 + 3 = 14$$

Fill in the blanks. How many ? How many ? How many in all?

90000 95

20000 00

____+___=____+__

+___=

___+__=_

00000 90

99999 99

00000 60

+ =

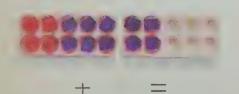
+___=_

__+__=_

30000 30

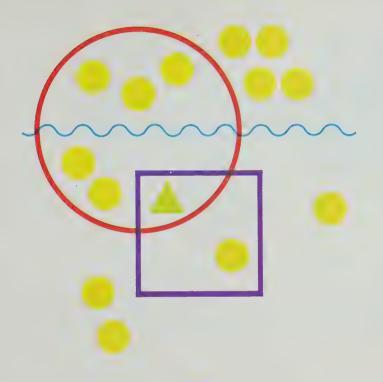


+___=



+ =





How many ?

How many ______

How many in all?

How many above the ?

How many below the ~? _____

How many in all?

How many inside the ?

How many outside the ?

How many in all?

How many inside the ?

How many outside the ?

How many in all?

One more than 14 is 15.

Can you find a set of 15?



How many boys? ____

How many have balloons? _____

How many girls? _____

How many don't? _____

How many in all?

How many in all?

How many have dogs? ____

How many have hats? _____

How many don't? ____

How many don't? _____

How many in all?

How many in all? _____

Fill in the blanks. How many ? How many ? How many in all?













One more than 15 is 16.

Connect the numbers in order. Start here. Stop at 16. 6 12 15 + 1 = 16 Find the missing numbers. 13 + 3 =

$$14 + 2 = 16$$
 $11 + 5 =$

Fill in the blanks.



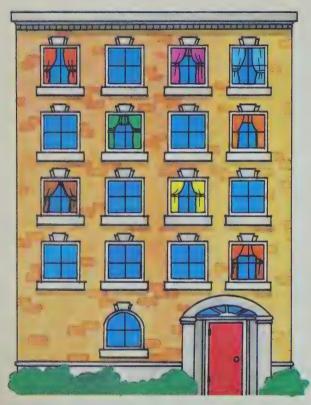


$$8 + 8 =$$

$$10 + 6 =$$

$$6 + 10 =$$

One more than 16 is 17.



Can you find a set of 17?

How many in all?

How many ?

How many have 77?

How many don't?

How many in all? _____

Find the missing numbers.

$$16 + 1 = 17$$
 $11 + 6 = 17$ $14 + 3 = 17$

Fill in the missing numbers.



Connect the numbers. Start at 0. Stop at 18.



$$16 17 + 1 = 18$$

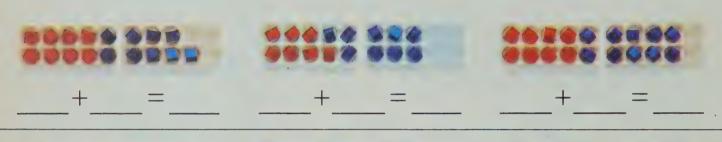
$$12 + 6 = 18$$

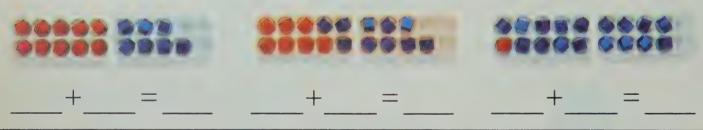
$$15 + 3 = 18$$

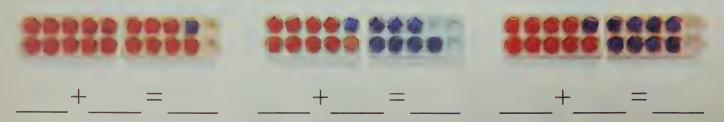
$$16 + 2 = 18$$

$$13 + 5 = 18$$

Fill in the blanks. How many ? How many ? How many in all?







Fill in the blanks.

One more than 10 is _____.

One more than II is .

One more than 13 is . . .

One more than 14 is . .

One more than 15 is . .

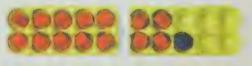
One more than 16 is .













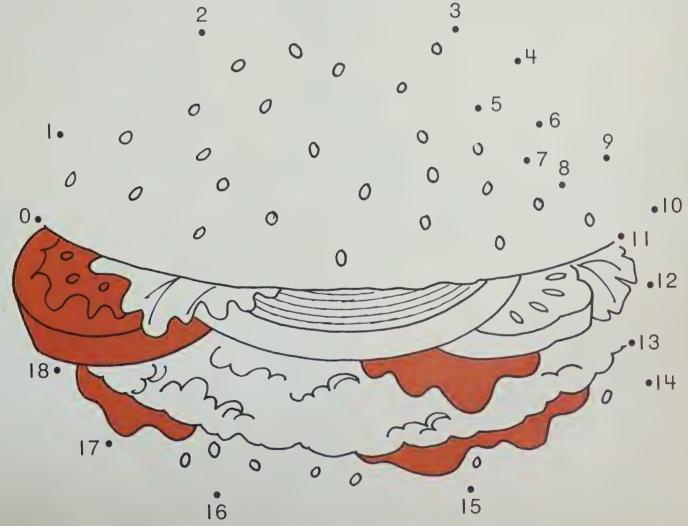






Complete.

Start at 0. Connect the numbers in order.



116

Complete.

PURPOSE: Progress check-addition.

Help the spacemen get back to their ship.

Mark College College						
	5 + 2	2+0	3 + 4	5 + 8	2 + 9	7 + 5
	4+3	9 + 5	WAYNA A	3 + 5	5 + 5	1 + 7
All Control of the Co	3 + 7	8 + 3	2+2		5 + 4	3 + 3
	0 + 0	4+9	8+6	7 + 4	8 + 2	3+6
	3 + 5	6 + 7	8 + 4	L + L + L + L + L + L + L + L + L + L +	0 + 9	9 + 3
	2+5		6+8	1+6	7 + 7	2+6

Add

hummman

www.mmmmwww

Vous morrows of warming

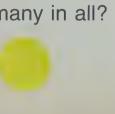
There were 8 men in the store. 7 women were there too.

was a man in a many passe course a party was the way was

How many in all? _____

Add

He had 7.
He got 7 more.
How many in all?

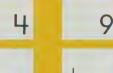




She had 6. She got 6 more. How many in all?

PURPOSE: Practice with sums to fourteen.

How many fingers on one hand? Add that number to each of these.



What number is I less than 10? Add that number to each of these.

How many real dragons in your room? Add that number to each of these.



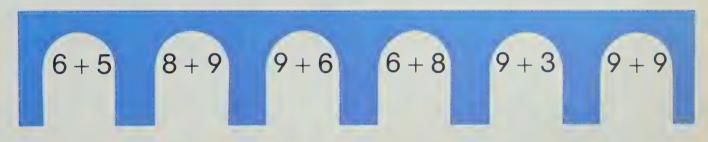




PURPOSE: Addition practic

+ 0	0		2	3	4	5	6	7	8	9
+		1	2	3						9

Find the sums. Then decode.



CODE
$$10 = a$$
 $11 = y$ $12 = i$ $13 = e$ $14 = w$ $15 = u$ $16 = s$ $17 = o$ $18 = n$

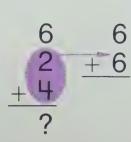
$$H = Y$$

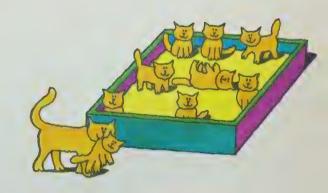
$$12 = 1$$

He put 4 in a box.
He added I more.
Then he got 2 more.
How many in all?

She put 3 in the box. She added 5 more. Then she got I more. How many in all?

She had 6.
There were 2 in the box.
And 4 more too.
How many in all?





He found 3.

Then he found 4 more. How many did he find?

He found 2 more.

How many did he find in all?

3 + 4 + 2 = ? 7 + 2 =

She made 5.

Then she made 4 more.

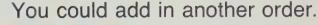
How many did she make? ___ She made I more.

How many did she make in all?

5 + 4 + I = <u>?</u> 9 + I =

$$3 + 2 + 4 = ?$$
 $5 + 4 =$

Add.





$$5 + 6 + 2$$

$$5 + 6 + 2$$

$$(5+6)+2=11+2, or 13$$

$$5 + (6 + 2) = 5 + 8$$
, or 13

THE ANSWER IS THE SAME.

Try these.

$$6+(7+3)$$

$$(5+5)+6$$

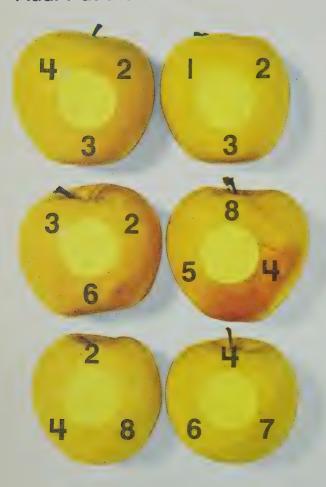
$$6+(8+2)$$

$$7 + (4+5)$$

$$8+(5+3)$$

$$(4+7)+5$$

Add. Put the answer in the middle.



There were 3 green ones, 5 red ones, and 1 blue one.

There were in all.

There were 4 purple ones,

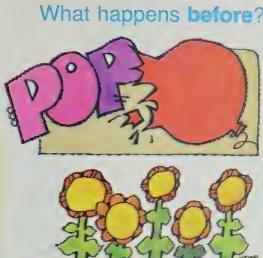
I orange one,
and 3 brown ones.

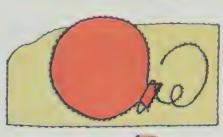
There were in all.

There were 5 black ones, 2 white ones, and 2 pink ones.

There were in all.

What happens before? What happens after?

























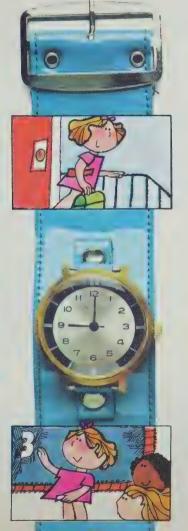
What

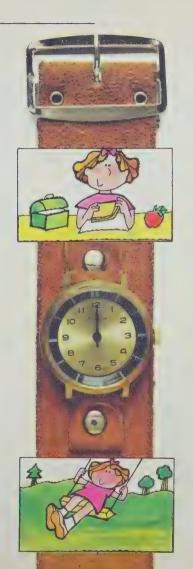
What

after?

happens before?

happens







PURPOSE: Introduction to telling time.
© 1974, SRA



o'clock



o'clock



o'clock



o'clock

o'clock



o'clock



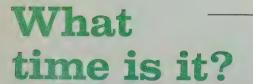
o'clock



o'clock



o'clock



Mark the time.





Go to school?





Eat lunch?



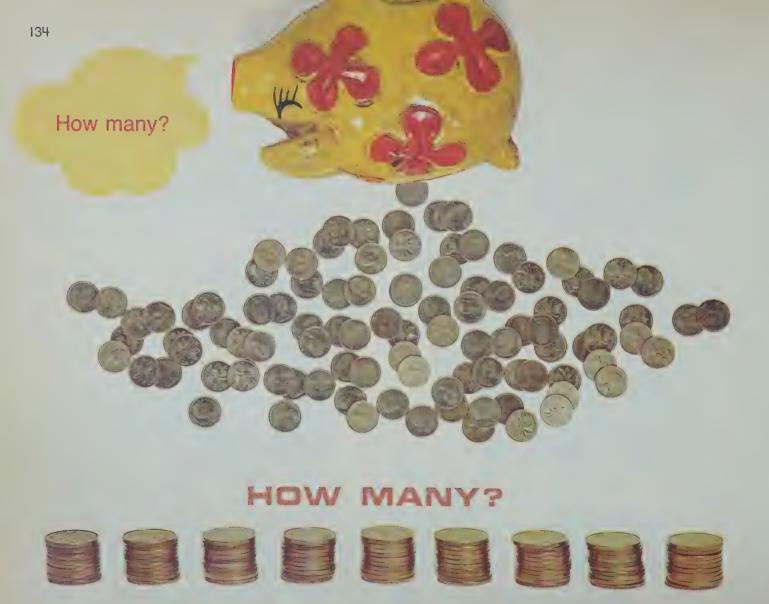


Watch TV?

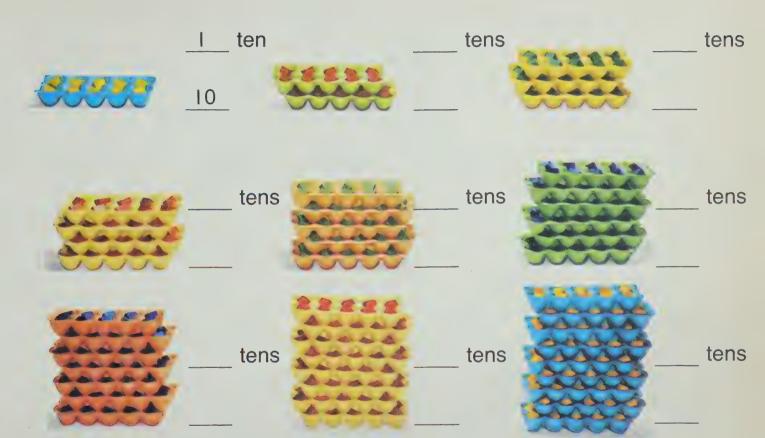




11 12 1 10 2 9 3 8 4 7 6 5



Which is easier to count?

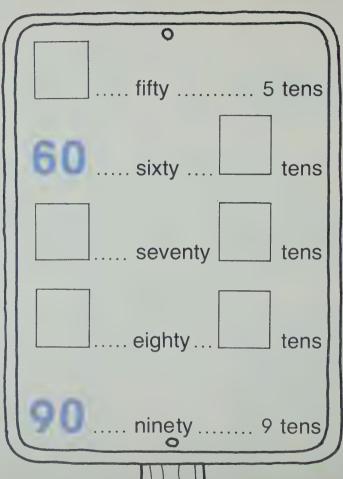


Count by tens.

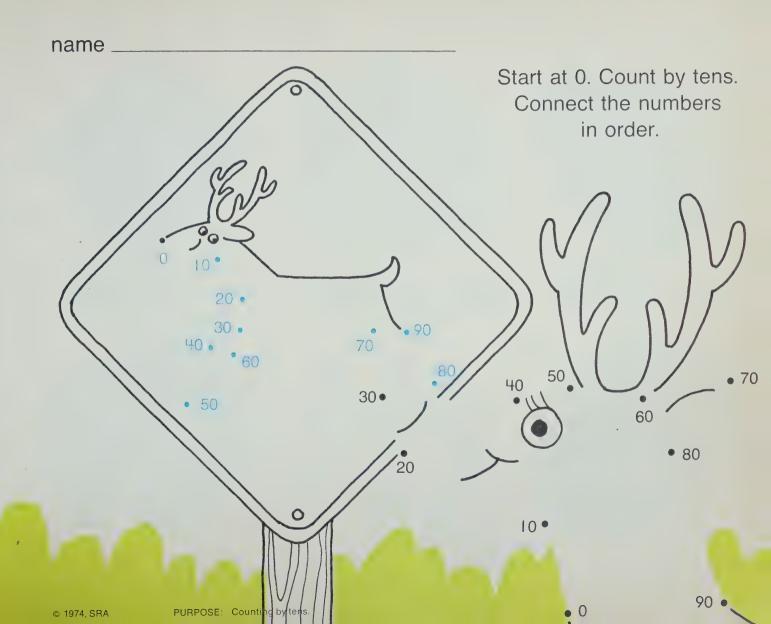
10, 20, 30, ____, ___, 60, ____, ___, 100

Fill in the boxes.

0 zero 0 tens	
10 ten I ten	60
20 twenty 2 tens	
thirty 3 tens	
forty tens	90



PURPOSE: Introduction to other number names for tens.



Ring ten. How many more?

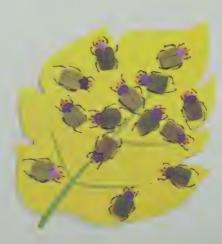




10 and more



10 and more



10 and more



10 and more



10 and more

name		
Tell how many.		
9000000	00000 000	66666 66666
ten-tray	ten-tray	ten-tray
more	more	more
00000 6		000000000000000000000000000000000000000
ten-tray	ten-tray	ten-tray
more	more	more
000000		600000000
ten-tray		ten-tray
more		more

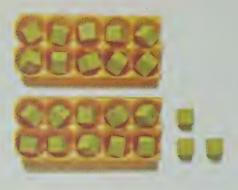
© 1974, SRA PURPOSE

PURPOSE: Grouping by tens.

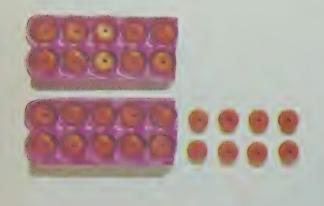
Tell how many.



ten-trays more



____ ten-trays ____ more



__ten-trays ___ more



_ ten-trays ____ more

name Write how many. ten-trays | more ten-trays | more ten-trays | more ten-trays | more

Write how many.

ten-trays more

ten-trays| more

ten-trays|more

ten-trays|more

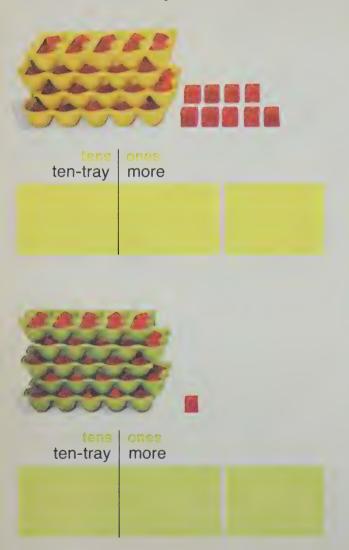
ten-trays|more

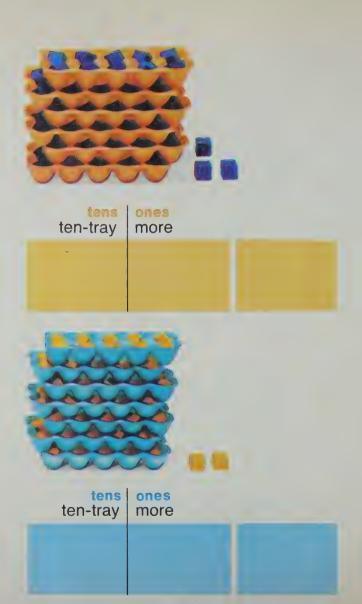


PURPOSE: Grouping by tens; practice with place value.

name Write how many. ten-trays more tens ones 25 ten-trays more tens ones ten-trays| more tens ones ten-trays| more tens ones

Write how many.





Complete.

51 means _____ tens and ____ more
79 means ____ tens and ____ more
35 means ____ tens and ____ more
13 means ____ tens and ___ more
28 means ____ tens and ___ more

Match.

36

12

6 tens and 3 more

47 means ____ tens and ___ more

84 means ____ tens and ___ more

3 tens and 6 more

I ten and 2 more

2 tens and I more

63

21

Write how many. tens ones tens ones 10105 0000

name

Fill the ten-trays with the given number.

ones
8









Write Write one more one more tens ones tens ones ones tens ones tens tens ones tens ones tens ones tens ones ones tens ones tens tens tens ones ones PURPOSE: Practice with place value.

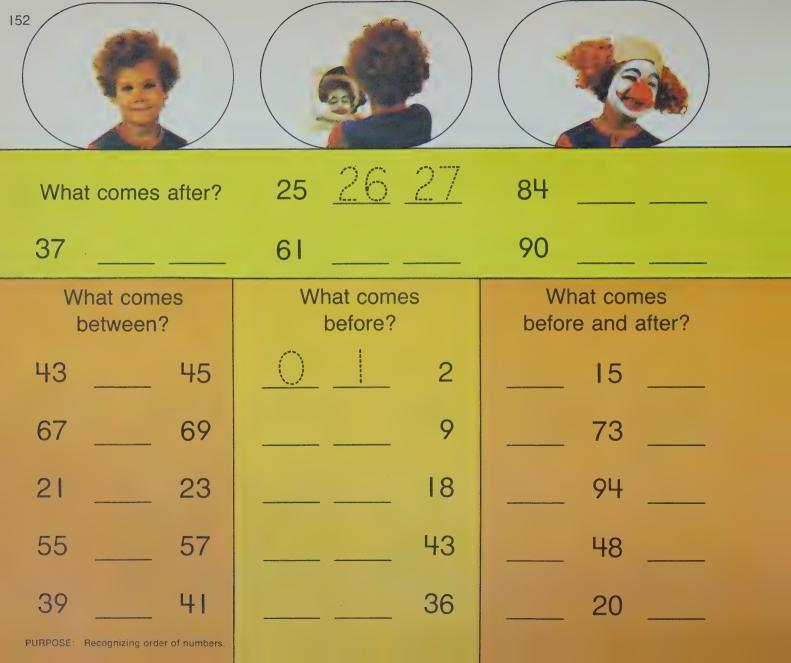
Write what is missing.

1	3	5	7	9
11	13	15	17	19
21	23	25	27	29
31	33	35	37	39
41	43	45	47	49
51	53	55	57	59
61	63	65	67	69
71	73	75	77	79
81	83	85	87	89
91	93	95	97	99
		?	Es.	?

Complete.

0	2	4	6	8	
10	12	14	16	18	
20	22	24	26	28	
30	32	34	36	38	
40	42	44	46	48	
50	52	54	56	58	
60	62	64	66	68	
70	72	74	76	78	
80	82	84	86	88	
90	92	94	96	98	
100					9

name Show 30 on the trays. Show 51 in the trays. Show 13 in the trays. Your turn. Show some number of . Tell how many.





25 - 26

34 - 33

56 — 55

1 - 5

20 - 10

55 — 65

78 — 80

Make an arrow point to the smaller number.

100 — 99

37 - 17

3 — 30

55 — 66

15 - 14

66 - 65

38 — 37

10 - 6



75 - 65

90 — 89

0 — 1

91 — 99

10 — 1

33 — 22

Are you TALLER than ...



yes - no yes - no yes - no



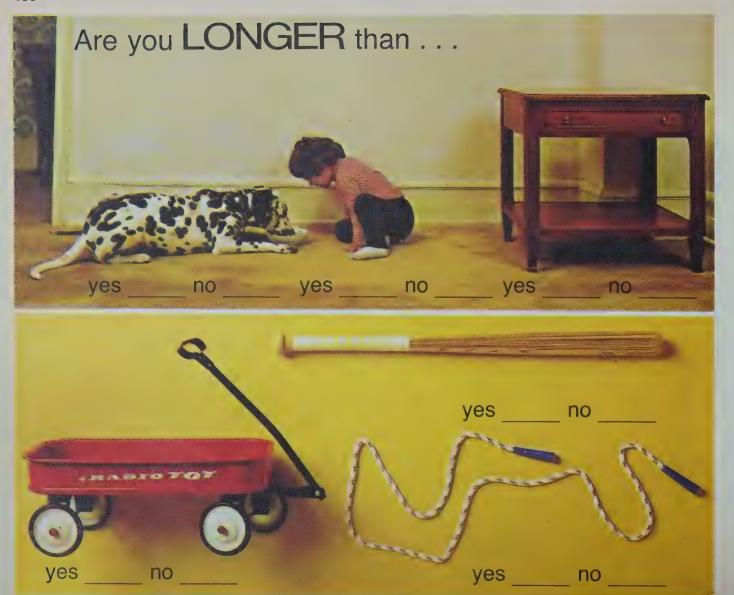
yes - no yes - no

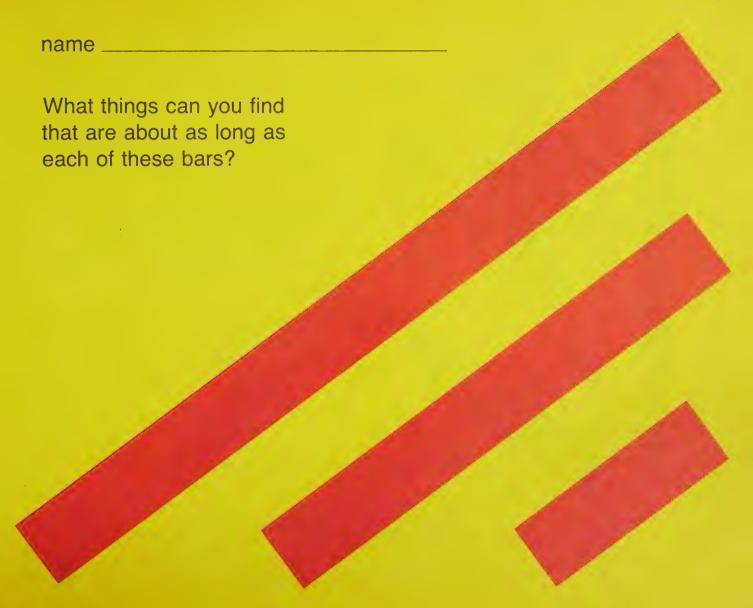
yes - no

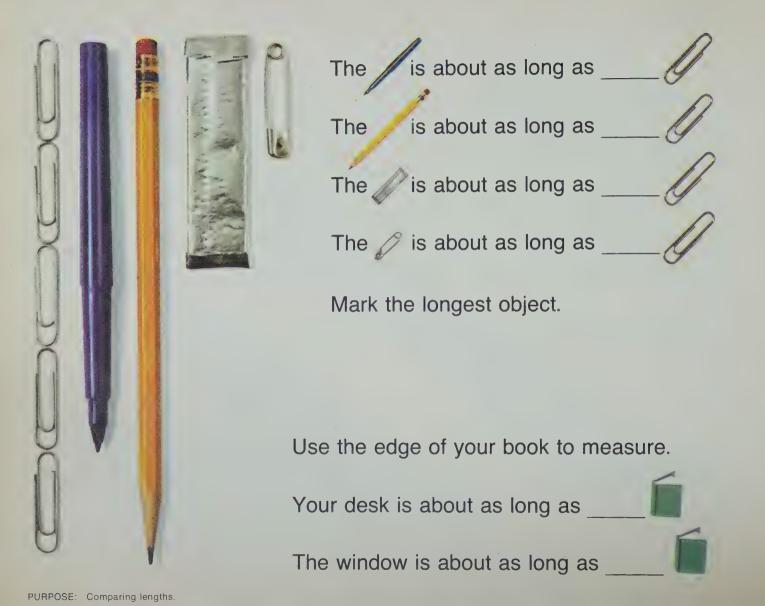
name.

Are you TALLER than . . .









Is the green crayon longer, shorter, or about the same?



Are the green crayons alike or different in length?

Are the others alike or different in length?

Which weighs more?









PURPOSE: Comparing weights.

Which weighs less?

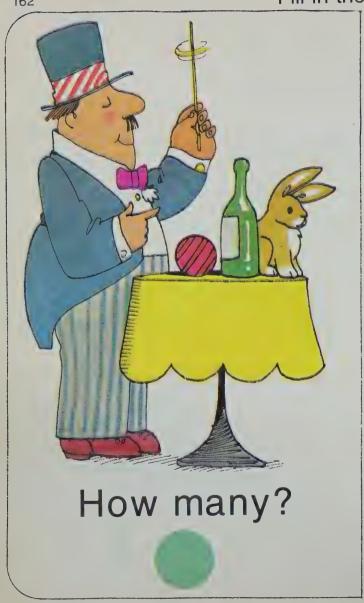








Fill in the blanks.





Fill in the blanks.



How many?



Take away



How many?

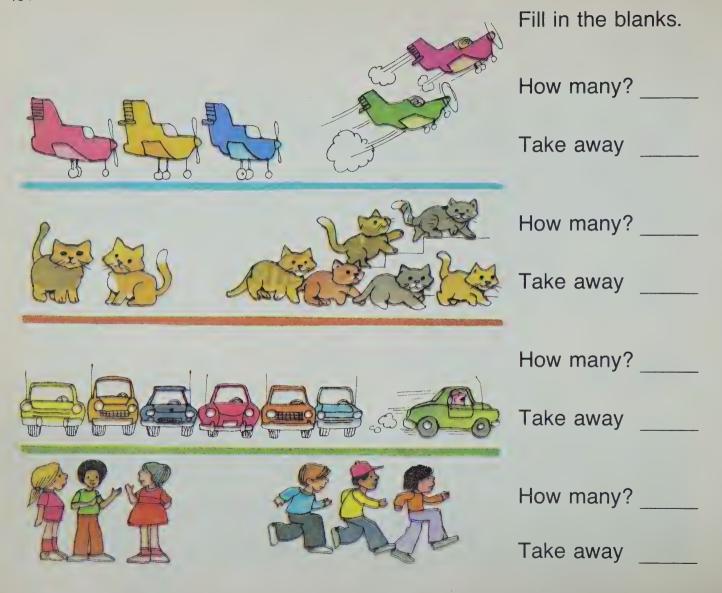


Take away

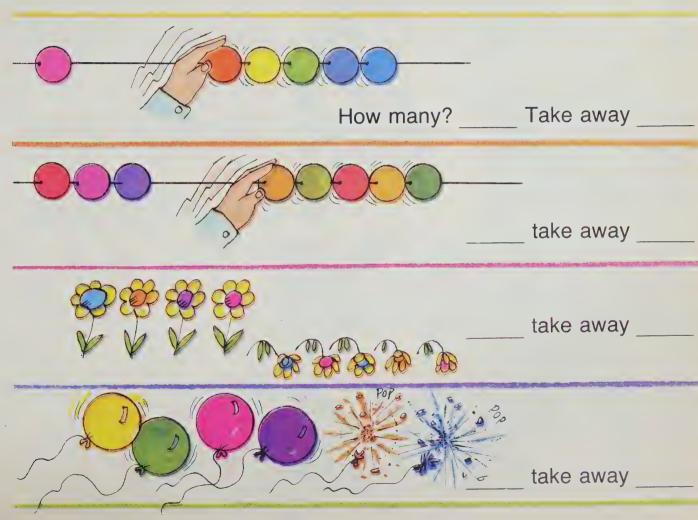


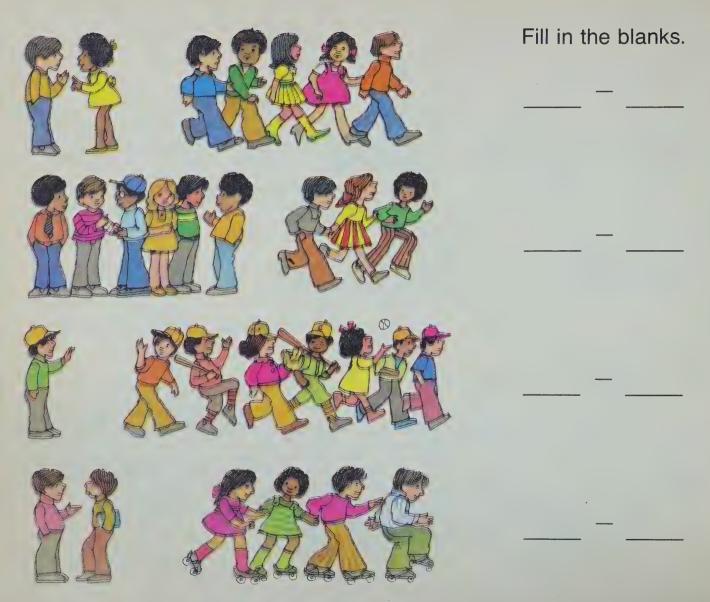
How many?

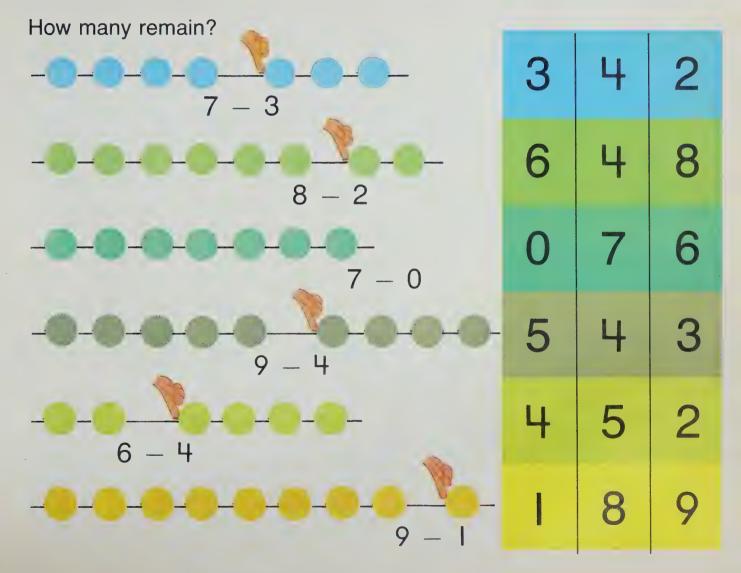
Take away

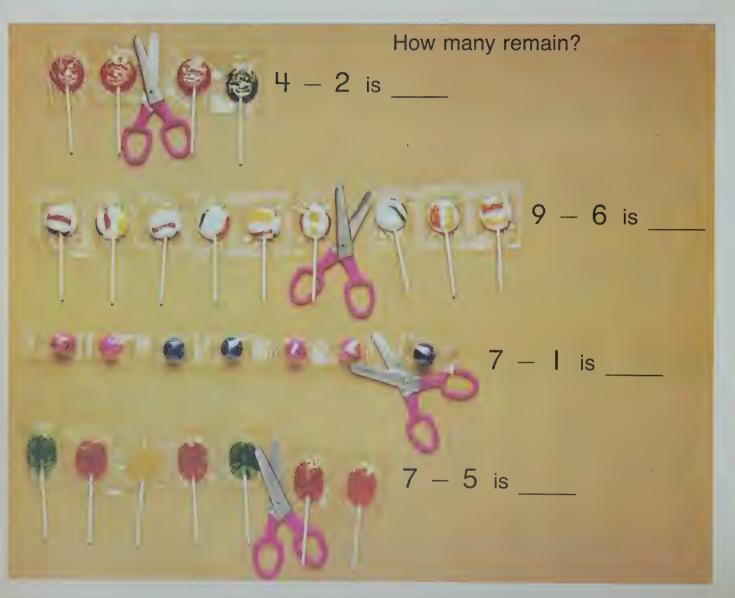


Fill in the blanks.

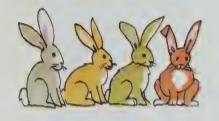




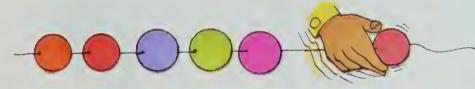




How many remain?

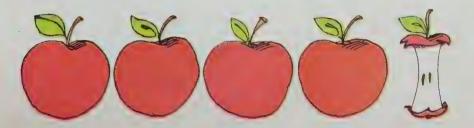














Subtract

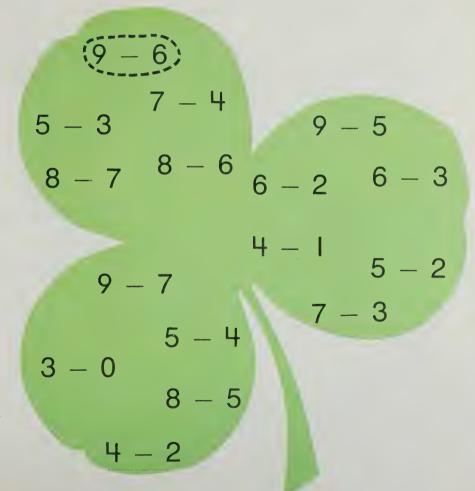
$$8 - 3 =$$

$$6 - 5 =$$

$$9 - 3 = _{---}$$

$$6 - 6 =$$

Ring names for 3.



Subtract 5. 8 6 9 5

Subtr	Subtract 4.					
5						
9						
6						
8						
4						

SUBTRACT

$$6 - 5 =$$

Correct Mike's paper.

Use X to show a mistake.

Mike

$$8 - 5 = 2$$
 $6 - 4 = 2$

$$5 - 3 = 2 \quad 9 - 7 = 3$$

$$7 - 6 = 1 8 - 6 = 2$$

$$4 - 2 = 2 \quad 5 - 3 = 2$$

$$3 - 2 = 16 - 0 = 6$$

$$1 - 1 = 1$$
 $7 - 4 = 4$

$$2 - 1 = 3$$
 $9 - 5 = 4$

There were 7
4 flew away.
How many remain?



I had 4. I gave away I. How many remain?



There were 5. 2 went away. How many remain?



There were 7. 5 went away. How many remain?



You had 9
You lost 3.
How many remain?



You had 8
You gave away 2.
How many remain?



There were 6.
3 went away.
How many remain?



There were 3. 2 went away. How many remain?



There were 8 5 went away. How many remain?



SOUBLE A GUE

$$8 - 0 =$$

$$6 - 4 =$$

$$6 - 1 =$$

$$6 - 2 =$$

$$8 - 5 =$$

There were 9. 3 went away. How many remain?

There were 2. 2 went away. How many remain?

6 were there. 4 went away. How many remain?

name

$$3 - 2 =$$

$$6 - 4 =$$

$$7 - 3 =$$

$$4 - 2 =$$

© 1974, SRA

$$6 - 5 =$$

$$7 - 5 =$$

$$9 - 5 =$$

There were 9. 8 went away. How many remain?

There were 6. 6 went away. How many remain?

There were 7. 2 went away. How many remain?



Help make the tackle.



7 – 3	6-0	9-8	5-4	7-7	8-3
4-3	6 – I	8 – 3	9-6	7-2	8-6
9 – 9	5-2	7 – 4	8-0	7-1	9 – 5
8-5	2-0	9-3	6-6		9 – 1
6 – 3	9-7	7-5	8-7	8 – 4	6-2
1-1	9 – 4	4-2	3-2	7-6	3-1

Subtract

$$7 - 5 =$$

$$6 - 4 =$$

$$7 - 1 =$$

$$5 - 4 =$$

$$8 - 5 =$$

$$6 - 2 =$$

$$9 - 7 =$$

$$6 - 0 =$$

$$9 - 2 =$$

$$6 - 6 =$$

$$7 - 3 =$$

SUBTRACT

$$6 - 1 = 5$$







	Subtract 3 from each. 9 6 ————	8	5	7
•				-
	Subtract 5 from each. 6 8	7	9	5
•				
-	Subtract 0 from each. 2 5 —————		4	3
•				0
and the second s	Subtract 4 from each. 9 6	8.	7	5
-				-0

You had 6
You ate 4.
How many remain? _____
You buy 4.
Now how many? _____

She had 3
She gave I away.
How many remain?
I gave her I.
Now how many?

He got 7 2 2 were taken.

How many remain? _____

were given back.

Now how many?



You had 3 % You lost I.

How many remain? _____
You found I.

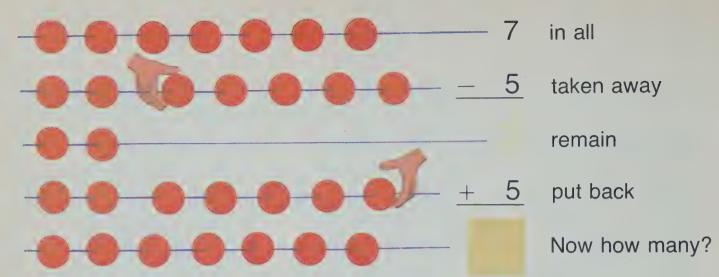
Now how many?

There were 8
He took 5.
How many remain?
He brought back 5.
Now how many?

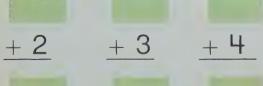
There were 6
They sold 3.
How many remain?
They made 3 more.
Now how many?

Fill in the boxes.

How many?	How many?	How many?
0000	0000	-0-0-
Take away	Take away	Take away
0000	000 00	1-10
How many remain?	How many remain?	How many remain?
3-3	330	
Put back	Put back	Put back
00000	00000	0-00
How many now?	How many now?	How many now?
0000	0000	000



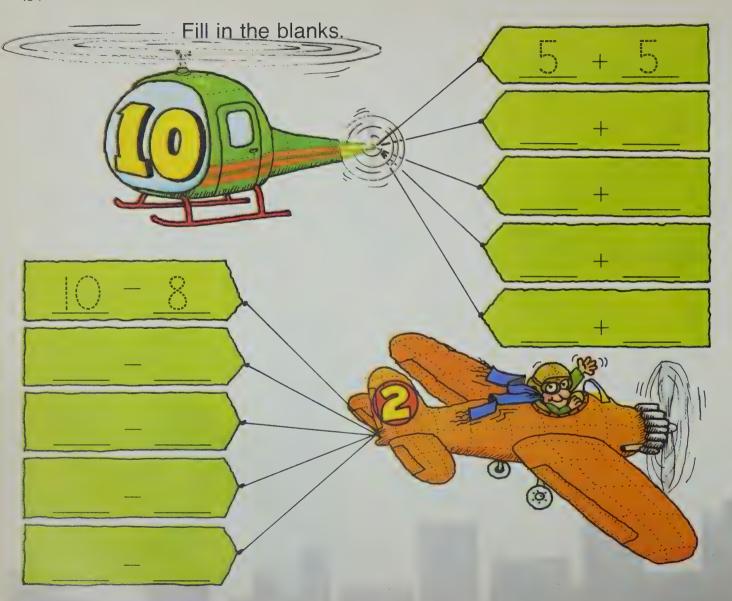
Complete.



What's wrong?

7	8	9
<u>- 3</u>	<u> </u>	<u> </u>
5	2	5
+ 3	<u>+ 5</u>	+ 3
8	7	8

name in all? take away remain put back Now how many? +



name

Ring names for six

$$9-3$$
 $1+5$ $7-1$ $6-0$

$$5+1$$
 $6+2$ $4+2$ $9-4$

$$2+6$$
 $9-2$ $8-2$ $0+6$

names fo

$$5 - 1 + 0$$

$$6-2$$
 2 + 2

$$7-3 8-4$$
 3+1

13 Jelines

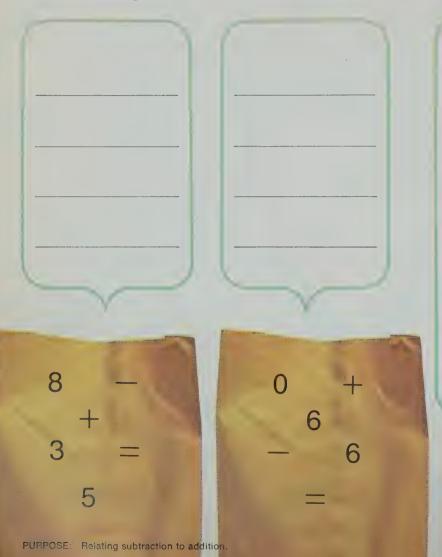
5+0

$$7 - 2 8 - 3$$

$$6 - 1$$
 $9 - 4$

$$5 - 0$$

Take the things out of the bag. Put them together. Tell a math story.



	•	_	
	+	 =	
	+	 =	
	+	= .	
	_	=	
	_	 =	
	_	=	
_	4		

3 3 0

name One dip. Then one blot. Trace around. Get this. One dip. Get this. Trace around. Then one blot.

Trace around the bottom of a box.

Trace around the bottom of a can.

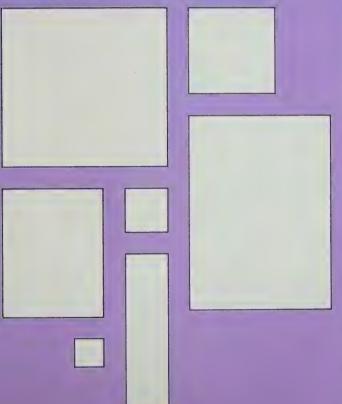
Mark the straight edge red. Mark the curved edge green.

PURPOSE: Finding straight and curved edges.

name_

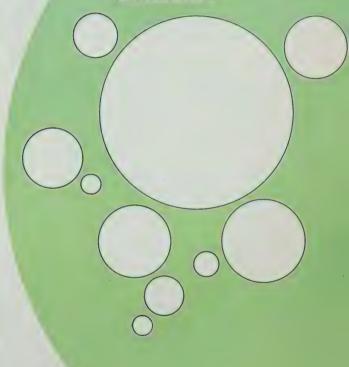
How are these alike?

How are they different?

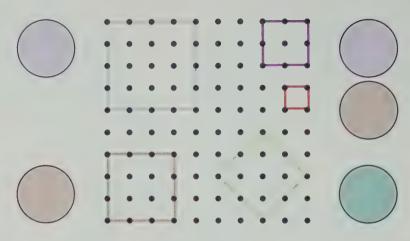


How are these alike?

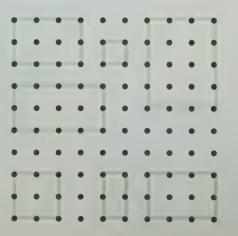
How are they different?



How many dots on each side?

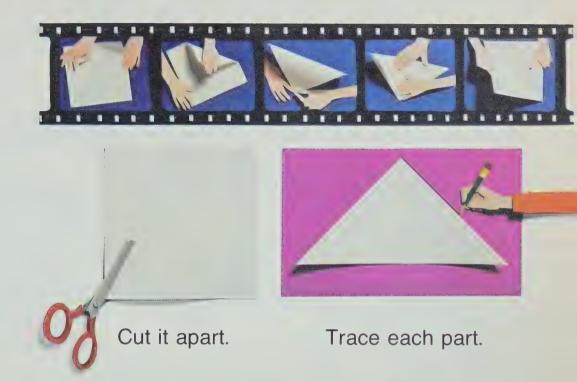


How are these alike? How are they different?



Trace each square with red.

Fold a square into halves like this.



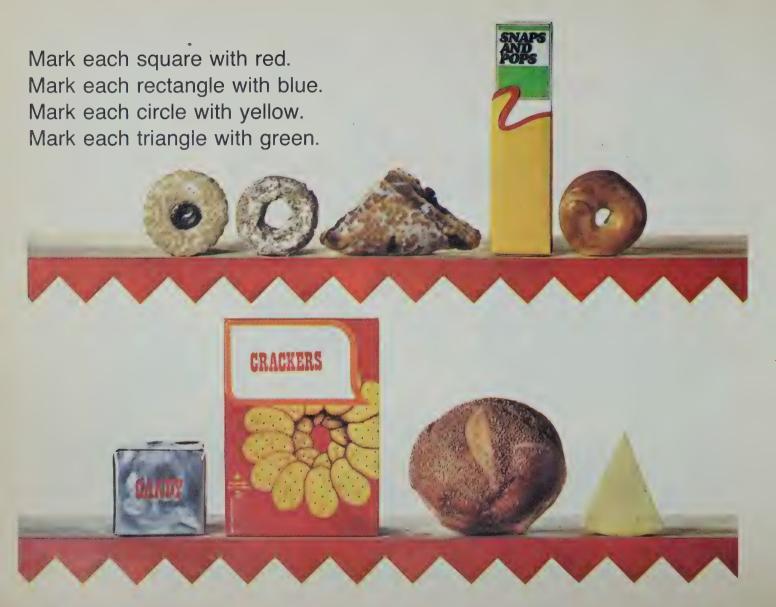
How are these alike? Draw one more.

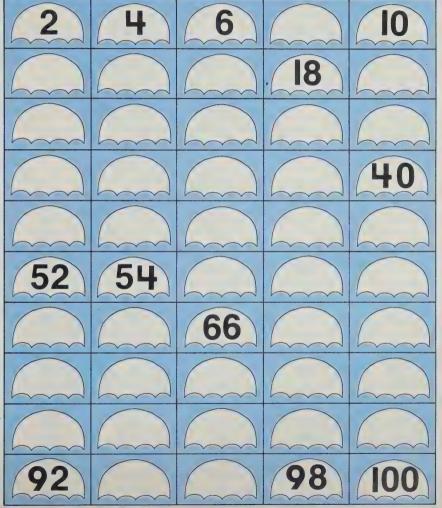


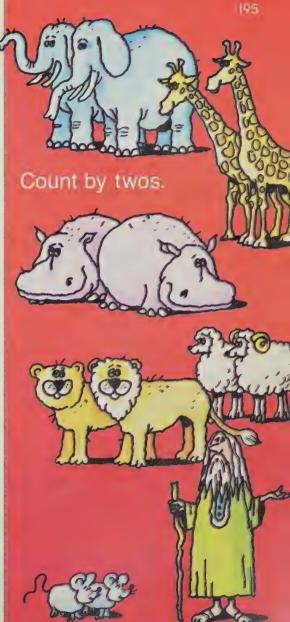


How are these alike?

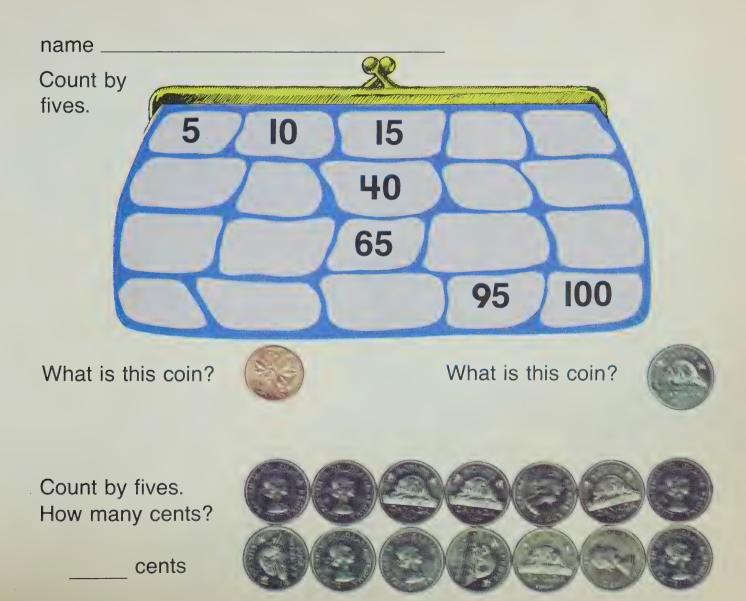


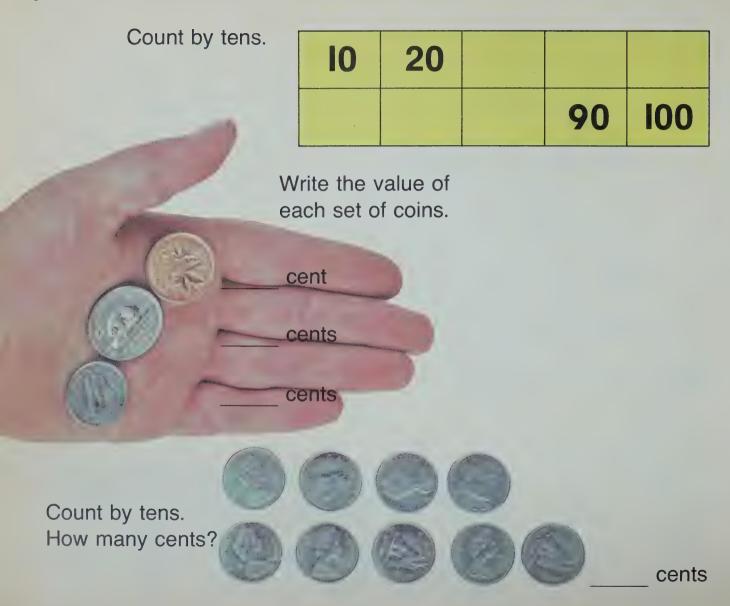












name _____ Write the value of each set of coins. cents cents cents cents cent cents



Write the values. Draw lines to show the same value.



How much money did Al have? How much did he spend?



Al bought four fish.

He paid I cent for each.

He paid 7 cents for a fish dish.

How much did Al spend?

Al bought some candy.

He paid a nickel and a penny.

How much did he spend for candy?

Al bought a ring. The ring cost a nickel. How much did Al spend for the ring?

Now how much money did he have?





Draw lines to show the same value.



PURPOSE: Practice with money.

You have You add Now now much?

PURPOSE: Practice with money.



name Add 6	Add 9	Anti TO	20 + I = 2 0 + I
10	70	30	
90	50	40	40 + 2 = 4 0
60	20	90	+ 2
50	90	70	30 + 4 = 3 0
30	40	10	+ 4
40	80	60	tens ones
80	10	20	50 + 3 = 50 + 3
20	60	50	

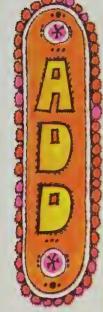
© 1974, SRA

Add



210



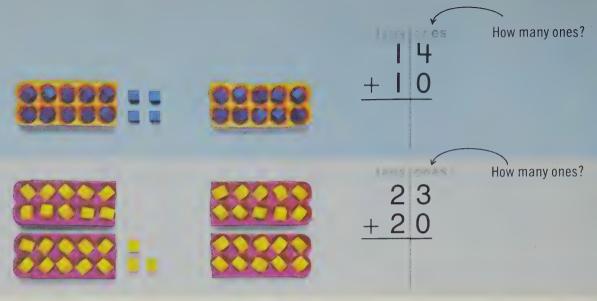


- How many ones?





$$60 + 30$$



Your turn. Add ones. Then add tens.

name _

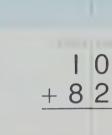
How many ones?

How many ones?

213







5



Your turn. Add ones. Then add tens.

He found 12.
She found 10.
How many were found?



He had 12. She had 10. How many in all?



She had 20. He had 15. How many in all?



She sold 30. He sold 20. How many were sold?



He bought 30.
She bought 40.
How many were bought?



Add 15 12 20 21 35

She made 18.

He made 10.

How many were made?



name



sens ones







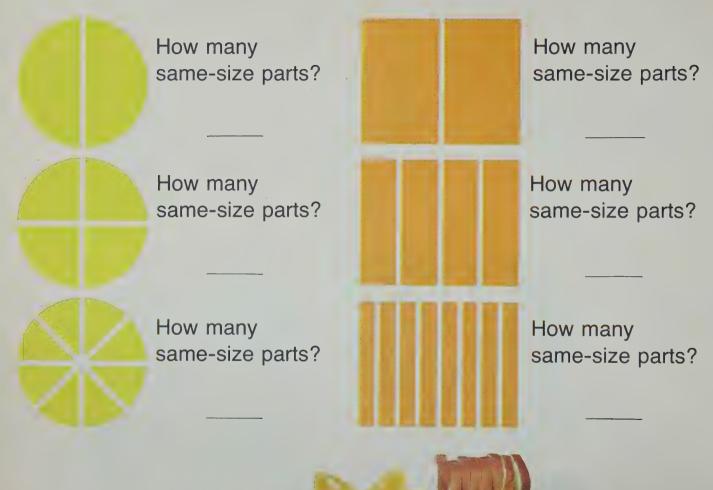
Your turn. Add ones. Then add tens.

name	on the shelf. 14 more came in. How many ?
Sue made 18 She made 20 more. How many did Sue make?	June had 24 John had 32 How many in all?
One class made 26 Another class made 22. How many in all?	He found 12 She found 15 How many were found?
40 15 32 30 32 30	20 27 40 31 13

ADD



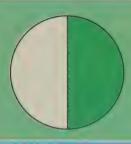
Fill in the blanks.



name How many are shaded? Fill in the blanks. How many in all? How many are shaded? How many in all?

PURPOSE: More on fractions.

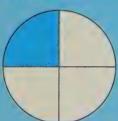
Fill in the blanks.



How many are shaded? _____

How many are there in all?

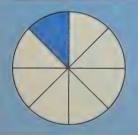
How much is shaded? _____ of ____



How many are shaded?

How many are there in all?

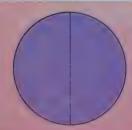
How much is shaded? _____ of ____



How many are shaded?

How many are there in all?

How much is shaded? ____ of ___

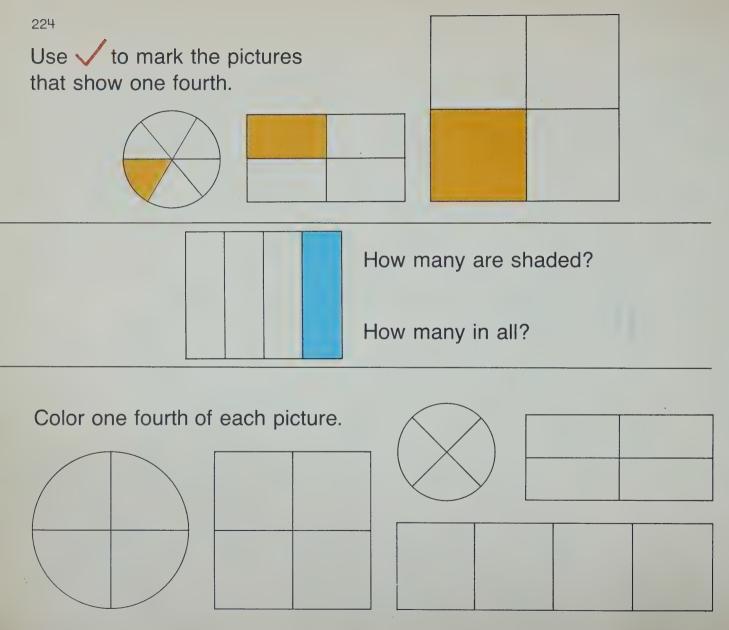


How many are shaded? _____

How many are there in all? _____

How much is shaded? ____ of ____

name Use v to mark the pictures that show one half. How many are shaded? How many in all? Color one half of each picture.



name	
Fill in the blanks and the boxes.	
	How many are shaded?
	How many are there in all?
-	How much is shaded?
How many are shaded?	
How many are there in all?	-
How much is shaded? ——	
	How many are shaded?
	How many are there in all?
	How much is shaded? ——
	HOW HILLETT IS SHAUEU!

PURPOSE: Checkout-writing fractions.

© 1974, SRA

Answer the questions.



Jon has 4 cats.
Jane has 2 cats.
Jon has how many
more cats?

Patty went up 6 steps.

Nan went up 7 steps.

Nan went up how many more steps?

It is 4 blocks
to the bus.
It is 8 blocks
to the train.
It is how many more
blocks to the train?





_____ has 2 rings.

has 5 rings.

Who has more?

How many more? _____

Fill in the blanks.

How many ?

How many

How many more ?



5 - 3 =

How many _____

How many ?

How many more *A*



7 - 4 =

How many ? ____

How many / (

How many more



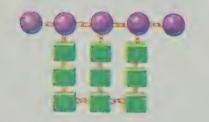
Your turn to write the sentence.

Fill in the blanks.



How many more ?





How many more



$$9 - 5 =$$



How many more 🥫?





How many more ?



$$6 - 2 =$$

name		— Comp	lete.
The plane has The car has Which has more? How many more?	5 tires 4 tires	2 motors I motor	4 seats 2 seats
The cat has The bug has Which has more? How many more?	4 legs 6 legs	I tail O tails	0 wings 2 wings
Don has Jan has	5	8	9
Who has more? How many more?	5	S	0

You make up a problem like these.

Subtract 7.	
7	
8	
9	

Subtract 2.	
9	
6	
8	
7	

Subtr	act 4.
8	
9	
7	

Subtr	act 5.
9	
6	
8	

Subtract 3.	
6	
7	
8	
9	

Subtract 6.	
9	
7	
8	

Complete.

I have I dog.

I have 6 cats.

I have how many more cats?____

Ned has 7 cans of pop.

Nell has 9.

Nell has how many more?____



Jack ran 6 blocks.

Jill ran 6 blocks.

Jill ran how many more blocks?

8 lamps are on.

3 lamps are off.

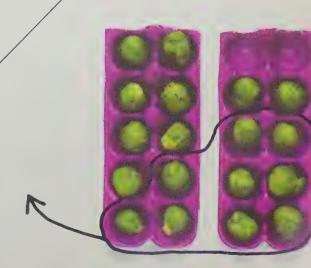
How many more are on?

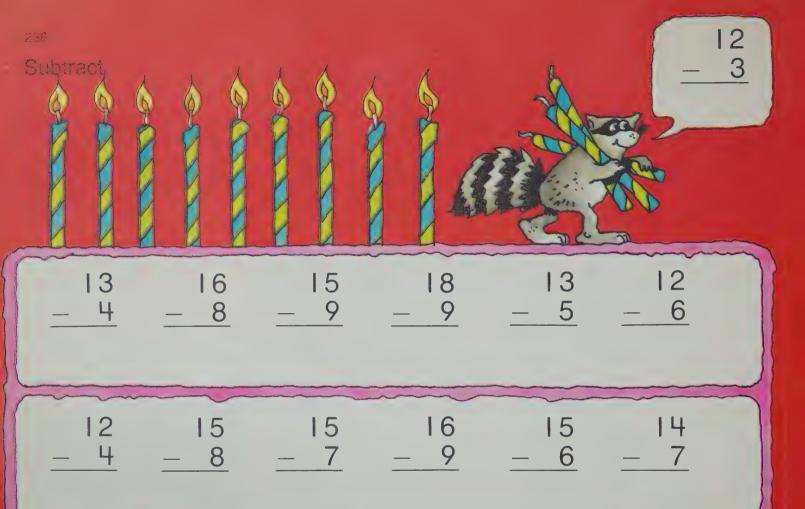
Complete.

Subtract

PURPOSE: Subtraction practice.

Subtract





PURPOSE: Subtraction practice.

name





Subtract

Does
$$11 - 3 = 8$$
?

Does
$$8 + 3 = 11$$
?
Does $11 - 8 = 3$?

$$7 + 8 =$$
 $15 - 8 =$ $15 - 7 =$

Add

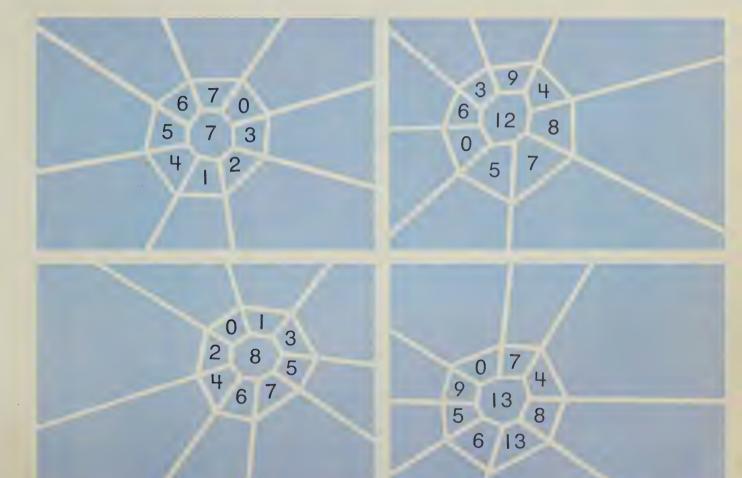
Subtract

Help the frog catch his dinner.

12 <u>- 4</u>	15 <u>- 7</u>	12 <u>– 6</u>	10 _ 4	11 - 6	16 _ 7
15		10 _ 5	14	17	13
<u>- 9</u>	- 5		- 8	<u>- 9</u>	<u>- 8</u>
10	16	16		15	10
<u>- 2</u>	<u>- 9</u>	- 8		<u>– 8</u>	<u>- 9</u>
13	12	10		18	12
<u>- 9</u>	<u>- 7</u>	<u>- 3</u>	- 2	- 9	<u>– 8</u>
<u> </u>	12	14	13	14	11
	<u>- 3</u>	<u>- 9</u>	<u>- 7</u>	<u>- 5</u>	<u>- 8</u>
17	14	13	10	13	12
- 8	- 7	- 5	<u>– 8</u>	<u>- 4</u>	<u>- 5</u>

X

Subtract



242

Complete.	9 + 0	+	
	+	18 - 9	
101	+		



$$6^{0} + 2 \quad 16^{0} - 8$$

$$5 + 3 \quad 15 - 7$$



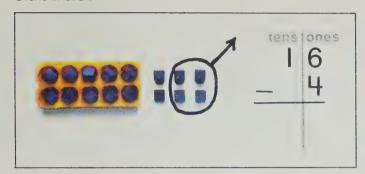
$$3 + 4 \quad 11 - 3$$

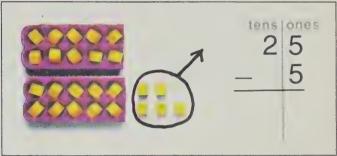
$$5 + 2 \quad 15 - 8$$

$$7 + 0 \quad 14 - 7$$

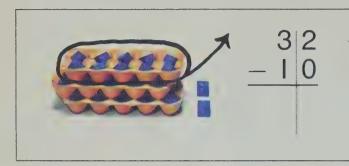
name

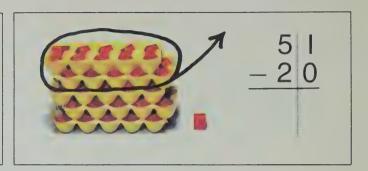
Subtract





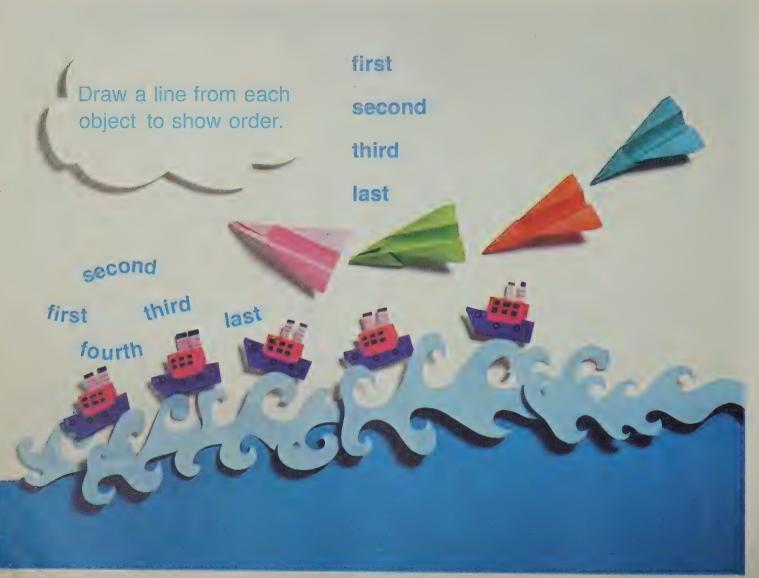
Your turn to subtract.





Your turn to subtract.

name	
He found 80.	She lost 10.
She found 10.	He lost 70.
How many were found?	How many were lost?
How many more wer	e found than lost?
She made 60.	She sold 50.
He made 30.	He sold 30.
How many were made?	How many were sold?
How many more were	e made than sold?
30 came.	20 went.
	20 more went.
40 more came.	20 111010 World





Mark the object.

fifth second first sixth third eighth

PURPOSE: Practice with ordinals.

Mark the object.

sixth

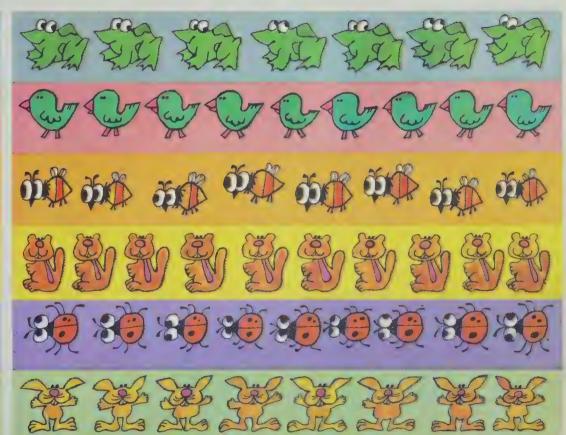
eighth

seventh

tenth

ninth

fourth



Draw lines. Match the words to the objects.



third first eighth fourth



sixth

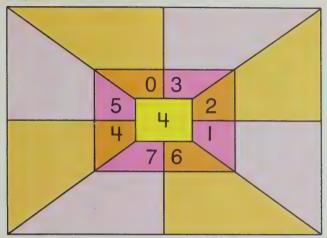
ninth

seventh

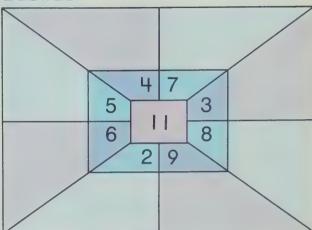
second

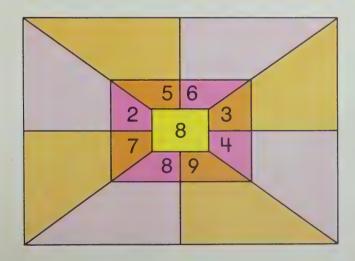
fifth

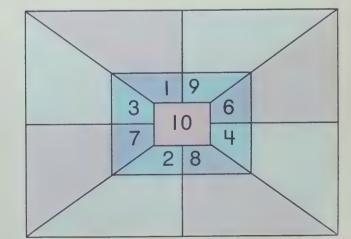
Add



Sub ract









Do all three boxes name the same number? If they do, put the number inside the circle.

15 -	- 9
------	-----

3 + 3

12 - 6

$$16 - 9$$

6 + 1

15 - 7

7 + 8

10 + 5

$$10 + 10$$

30 - 10

19 + 1

5 + 3

8 - 0

$$18 - 8$$

4 + 6

20 - 10

What comes before and after?		
3 4	5	6
10		
20		
51		
65		
78		

What comes between?		
84 <u>85</u>	<u>86</u> 87	
39	42	
58	61	
79	82	
21	24	
97	100	

Make an arrow point to the smaller number.

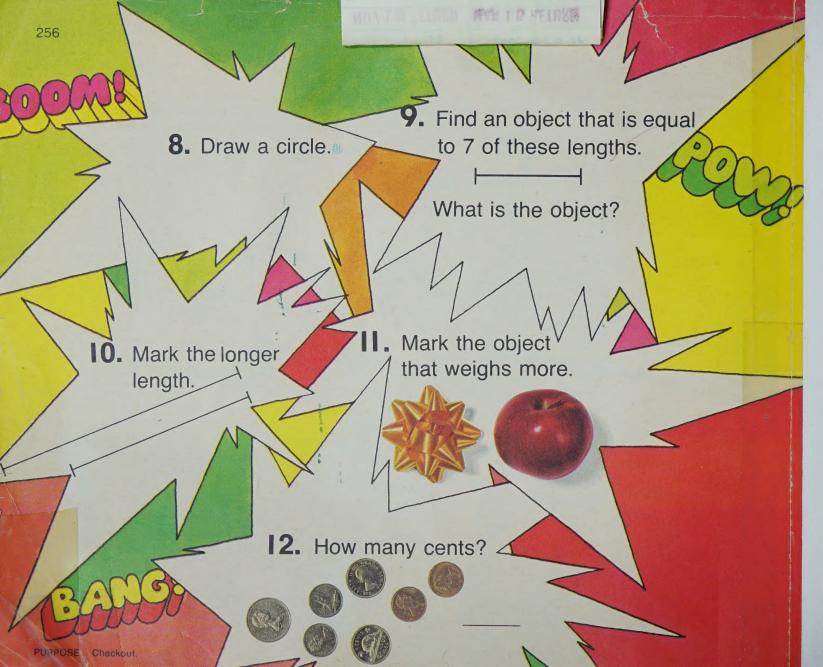
$$19 - 20$$

$$100 - 10$$

$$62 - 72$$

$$68 - 98$$

name 4. Mark the 2. Name a number sixth person. more than 89. I. How many? 3. Name a number less than 13. 6. Write the number five again 7. Draw a rectangle. 5. Write the without using 5. number five without using 5.



OA 107 S42 1974 LEV-1 SCIENCE RESEARCH ASSOCIATES SRA MATHEMATICS LEARNING SYSTEM TEXT 39185871 CURR



Manager and

ACKNOWLEDGMENTS

Design and Production: Design Counsel, Inc.

Photographs:

Studio photography by Clara Aich and George L. Senty
56: Kenneth Sopis. 94: br U.P.I. Photo; t New York Jets Football Club, Inc.; bc U.P.I. Photo; ml U.P.I. Photo; mr Monkmeyer (Moser); mc Monkmeyer (Bayer); bl U.P.I. TELEPHOTO.

Cover photograph © 1973, Science Research Associates, Inc.

QA 107 S42 1974 Lev.1 Science Research Associates. SRA Mathematics learning system text.

0087325T CURR

U OF A.

